DOCUMENT RESUME

ED 299 375 AA 001 182

Resources in Education (RIE). Volume 24, Number 3.
Educational Resources Information Center (ED), Washington, DC.; ORI, Inc., Bethesda, Md. Information Systems Div.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $66.00 (Domestic), $82.50 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

DOCUMENT RESUME

ED 299 390 CE 050 891

Curriculums in Industrial Technology. Plastics Technology. Industrial Maintenance. Computer Numerical Control. Teacher's Manuals and Student Learning Guides.
El Paso Community Coll., Tex.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- Jun 88
NOTE- 275p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Computer Software; Curriculum Guides; Industrial Arts; *Industry; Learning Activities; *Maintenance; *Numerical Control; *Plastics; Postsecondary Education; Programers; Student Evaluation; Technical Education; *Technology; Trade and Industrial Education

Curriculum guides are provided for plastics technology, industrial maintenance, and computer numerical control. Each curriculum is divided into a number of courses. For each course these instructor materials are presented in the official course outline: course description, course objectives, unit titles, texts and materials, instructor resources, and evaluation measures. Student learning guide materials for each course include the competency, introduction, performance objective, performance enablers, learning experiences, self-checks, and performance tests. Courses in the plastics technology curriculum are plastic materials and application, injection molds and mold maintenance, injection molding machine operation, injection molding process control and troubleshooting, and auxiliary equipment and material handling. The industrial maintenance curriculum has these courses: pneumatic controls, hydraulics II, hydraulics III, print reading for machine trades, and mechanical maintenance. The computer numerical control curriculum contains a course in numerical control (NC)/computer numerical control (CNC) programming. (YLB)

DOCUMENT RESUME

ED 299 405 CE 051 008

Wood, Derek E.
Current Issues in Vocational Education and Training in New Zealand. Occasional Paper No. 127.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- 88
NOTE- 24p.
AVAILABLE FROM- National Center Publications, Ohio State University, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. OC127--$3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; Educational Needs; *Education Work Relationship; Foreign Countries; Program Development; *Program Improvement; *School Role; Secondary Education; *Student Certification; Transitional Programs; Unemployment; *Vocational Education; *Youth Employment
IDENTIFIERS- *New Zealand
The five main issues that are currently confronting vocational educators and policymakers in New Zealand are as follows: participation rates in vocational education and training, the changing role of vocational education and training in secondary schools, new initiatives in light of youth unemployment and transition difficulties, recognition of competence, and responsiveness of the system to the need for change. The labor and skill shortages that were endemic in New Zealand in the past provided even unskilled early school leavers with easy access to employment. Thus, dropout rates were traditionally high and participation rates in continuing education were low. As the country's employment picture changes, however, there is growing awareness of the need for initiatives in vocational education and training, both within the formal education system and at the point of transition from school to work. The country's new ACCESS program is a response to the transition problem. ACCESS is a new system of community-based transition education and training to provide for job seekers who do not choose the traditional options of apprenticeship, further study, or direct entry into the work force. (MN)

DOCUMENT RESUME

ED 299 419 CE 051 046

Coates, Marvin R.
El Paso Community Coll., Tex.
Emergency Medical English: Structure and Vocabulary. English for Special Purposes. Emergency Care Attendant.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 88
NOTE- 142p.; For related manuals in a set of five, see CE 051 044-048.
AVAILABLE FROM- El Paso Community College, Communications Division, P.O. Box 20500, El Paso, TX 79998 (Set of five--$60.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Allied Health Occupations Education; *Emergency Medical Technicians; *Grammar; Language Skills; Learning Activities; *Limited English Speaking; Postsecondary Education; *Second Language Instruction; Second Language Learning; Spanish Speaking; *Vocabulary Skills; *Vocational English (Second Language)
This book of exercises is part of the package of materials developed for use in an English for Special Purposes project, which offers classes in reading, grammar, and emergency care attendant training for limited English proficient students. The exercises are designed to meet the need for early presentation of medical and allied health related grammar and vocabulary and introduction to specific structures with a high frequency of use in the target career field. The exercises are divided into 18 lessons. Although the focus of the exercises is improvement in language skills, they are also intended to reinforce openly the contents of the corequisite allied health courses. Specific topics covered in the exercises include use of the words "should," "may," "possible," and "be able to"; "there is" and "there are"; "that," "who," and "which" commands; comparatives and superlatives; "closed-ended" questions; "yes/no" questions; equivalent noun forms of verbs; "open-ended" questions; "verb/noun" pairs; passive and active sentences; distinguishing between "if" and "when"; sentences with conditions; scientific and medical words as nouns and verbs; and complex sentences. An exercise with essential vocabulary and expressions concludes each lesson. Review exercises are provided as necessary. (YLB)

DOCUMENT RESUME

ED 299 433 CE 051 062

Spikes, W. Franklin
An Identification of Management Training Needs of Public Sector Employees.
PUB DATE- Nov 88
NOTE- 19p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Tulsa, OK, November 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Needs; *Government Employees; *Management Development; Postsecondary Education; Self Evaluation (Individuals); *Supervisory Training
IDENTIFIERS- *Missouri (Saint Louis)
A study examined the management needs of public sector employees in the city of St. Louis, Missouri. A total of 287 St. Louis city service managers and supervisors were asked to assess their need for training in areas related to 12 job dimensions. The average study respondent was a white male (47 years of age) who supervised 13 employees and who was at the first level of supervision. The following supervisory dimensions were cited as the areas in which the need for training was greatest: discipline, motivation, human relations, performance management, and planning. A considerable similarity in self-reported training needs was found to exist among all of the sample subgroups when the data were analyzed by race, age, sex, level of supervision, and number of employees supervised. Older, nonwhite, and female supervisors expressed the greatest need for management development training. Older supervisors reported a greater need for training in problem solving skills and first-level supervisors expressed the greatest need for training their own subordinates. (MN)

DOCUMENT RESUME

ED 299 447 CE 051 098

Hampton, Vickie L., Ed.
American Council on Consumer Interests Annual Conference Proceedings (34th, Chicago, Illinois, April 6-9, 1988).
American Council on Consumer Interests, Columbia, Mo.
PUB DATE- 88
NOTE- 398p.
AVAILABLE FROM- American Council on Consumer Interests, 240 Stanley Hall, University of Missouri, Columbia, MO 65211.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Consumer Economics; *Consumer Education; *Consumer Protection; Deception; *Money Management; *Purchasing; Research

Among the 90 papers on topics relating to the consumer are "Academics and Advocates" (Brobeck); "Economic Profile of the Young and Elderly" (Ryscavage); "Estimation of Savings Needs To Adequately Fund Baby Boomers' Retirement" (Burns); "Saving and Dissaving in Retirement" (Hogarth); "Analysis of Effects of Children on Consumption and Savings Decisions over Life Cycle" (Douthitt); "Estimating Demand Relationships between Close Substitutes Using Limited Observations from Marketplace Experiments" (Eastwood); "Degrees of Differences in Consumption of Goods and of Services" (Heinzerling); "Some Thoughts on Career Development for Consumer Affairs Students" (Christner); "Tax Reform, Welfare Reform--Consumer's Stake" (Minarik); "Consumer Protection Theory of Structural Regulation" (Kushman); "Dental Hygienist" (Reveal); "FTC Activities in Structural Health Care Regulation" (Daynard); "Older Consumers and Structural Regulation in Health Care" (Powers); "Analysis Techniques for Qualitative Data" (Hayes); "Achieving Reliability and Validity in Qualitative Research" (Carsky); "Apparel-Shopping Problems of Older Consumer" (Norum); "Imperfect Information and Price-Quality Relationship" (Geistfeld); "Credit Rationing as Constraint on Financial Future of Families" (DeLuca); "College Student Use of Consumer Credit" (Churaman); "Consumer Debt" (Langrehr); "Determinants of Energy Conservation Activities" (Meeks); "Child Support Reform Strategies for Reducing Children's Poverty" (MacDonald); "Spells of Poverty and Gender Differences in Mortality" (Zick); "Assessing Dietary Adequacy in Development of Food and Nutrition Policy" (Jensen); "Estimating Geographic Nutrient Intake Differences from National Data" (Raunikar); "Use of USDA's Food Consumption Data in Development of Food Plans" (Kerr); "Financial Planning Fundamentals for High School Students" (Schiever); "How To Shop for Food" (Friedman); "Patterns in the Use of Recommended Food Buying Practices" (Herrmann); "Consumer Response to Telecommunications Deregulation" (Cude); "Hierarchy of Consumer Participation" (Hyman); "Typology To Measure Impact of Homebased Work on Quality of Family Life" (Carsky); "Child Support and Feminization of Poverty" (Beller); "Time as Direct Source of Utility" (Kolodinsky); "Administrative Attitudes toward College Programs in Financial Planning" (Reichbach); "Subjective Assessment of Financial Well-Being among Farmers" (Winter); "Expanding International Consumer Research" (Thorelli); "Consumer Education" (Dulmes); "Effects of Social Class on Consumer Credit Card Repayment Behavior" (Soberon-Ferrer); "Economic Analysis of IRA Participation" (Chern); "Recent Labor Market Experience of Baby Boom Generation" (Prohofsky); and "Corporation and Consumer" (Fernstrom). A poster session and a panel on the classification of concepts in consumer education are also presented. (YLB)

DOCUMENT RESUME

ED 299 460 CE 051 134

Warren, Catharine E., Ed.
Adult Education Research Conference Proceedings (29th, Calgary, Alberta, Canada, May 6-8, 1988).
Calgary Univ., Alberta. Faculty of Continuing Education.
PUB DATE- May 88
NOTE- 358p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *Adult Education; Adult Educators; *Adult Learning; *Adult Programs; *Adult Students; Classroom Environment; Classroom Techniques; Computer Assisted Instruction; Continuing Education; Disabilities; *Educational Research; Females; Independent Study; Lifelong Learning; Nontraditional Education; Older Adults; Outcomes of Education; Postsecondary Education; Research Methodology; Rural Education; Student Characteristics; Teacher Education; Teaching Methods

The following are among the 55 papers in this volume: "Implications of Person-Environment Congruence in Adult Learning Environments" (Agee); "Reliability and Validity of the Alternate Form of the Education Participation Scale" (Boshier); "Research and Developments in the Neurosciences" (Boucouvalas); "Professional Writing Activity among Professors of Adult Education" (Brockett); "Re-entry for Women" (Butterwick); "Self-directed Learning" (Caffarella, O'Donnell); "University Based Continuing Professional Education" (Chaytor, Chaytor, Poel); "From the Text to the Adult Learning Trajectory" (Chene); "A Profile of Selected Women Leaders" (Cheng); "Learning Styles and Method of Pre-service Education" (Coggins); "Self-directed Learning or an Emancipatory Practice of Adult Education" (Collins); "Teaching and Learning Styles and the Native American Learner" (Conti, Fellenz); "Using a Data Management System to Control Research Data Entry and Manipulation" (Conti, Fellenz); "Conceptions of the Usefulness of Participation in Adult Education Activities" (Costin); "Relationship between Learning Strategies/Meta-Strategies and Experiential Learning Styles of Self-Taught Adults" (Danis); "Adult Basic Skills" (Deane); "Situation Analysis Factors Affecting Program Decisions in the Cooperative Extension System" (Deshler, Wood); "Overcoming Barriers to Education for Rural Adults" (Easton); "Some Implications of Sternberg's Triarchic Theory for Adult Basic Education" (Farr, Moon); "Toward Redefining a Theory of Interdependence of Providers of Continuing Professional Education" (Ferro); "Effective Training for Management & Nonsupervisory Employees" (Foucar-Szocki); "The Process of Becoming an Adult Educator" (Finger); "What Is Education?" (Forrest); "Retirement Planning" (Foutz); "Mutual Enlightenment in Vancouver, 1886-1961" (Hunt); "Critical Thinking, Critical Teaching, Critical Theory" (Inkster); "Knowledge and Learning in Adult Education" (Jarvis); "As the Gavel Strikes" (Kiener); "The Further Development of an Adult Education Classroom Environment Scale" (Langenbach, Aagaard); "Adult Education, McCarthyism, and the Cold War" (Law); "Application of Stufflebeam's CIPP Model" (Lewis, Murphy); "Intentional Learning and Change by Adults with Type II Diabetes" (Lundgren); "Work Experience vs. Literacy" (Mason); "Effects of an Interactive Video Adult Literacy Instruction System" (McElhinney, Wood); "Doing Case Study Research in Adult Education" (Merriam); "Transformation Theory" (Mezirow); and "Insights on the Process of Innovation in Urban Extension Programs of the Cooperative Extension Service" (Milk). Eighteen other papers, a symposium session, two junto session reports, and eight poster session abstracts are also included. (MN)

DOCUMENT RESUME

ED 299 473 CG 021 118

Sherman, Thomas M.
A Clinical Approach to Learning Improvement Decision-Making.
PUB DATE- Apr 88
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decision Making; *Individual Differences; *Learning Strategies; *Student Improvement; *Student Needs; Students
IDENTIFIERS- *Clinical Approach
Academic learning is a complex activity which is not easily modified. Several models have been used to deliver learning improvement programs, including the study skills course and the discrete skills approach. These approaches make few if any accommodations for variations in individual differences or needs. Four factors, however, indicate that individual factors may be responsible for the differential effects of skill-based programs: (1) students appear more likely to learn well when they have a personal conception of learning; (2) personal causation appears important to effective learning; (3) students who set goals appear to have a better chance to succeed and a better basis upon which to choose a course of action; and (4) understanding is developmental in several ways. These variables illustrate the idiosyncratic influences which may affect learning improvement program outcomes. While most students will probably respond positively to well-designed group-oriented learning improvement programs, some students will require a careful clinical approach oriented to addressing unique personal needs. This paper describes a clinical approach to making decisions on learning improvement programming which provides a structured, decision-oriented model to address idiosyncratic developmental needs. The clinical approach is described, assumptions for decision-making for learning improvement programming are discussed, and clinical decision points are presented. The areas of assessment, goals, objectives, strategies, and evaluation are included. (NB)

DOCUMENT RESUME

ED 299 487 CG 021 132

Schmidt, Gary R.
Self-Monitoring and Boundary Spanning: Unexpected Gender Differences.
PUB DATE- Mar 88
NOTE- 25p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (34th, New Orleans, LA, March 31-April 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; College Students; Higher Education; Role Playing; *Sex Differences
IDENTIFIERS- *Boundary Spanning; *Self Monitoring
The relationship between self-monitoring and boundary spanning was investigated in this study. In an attempt to isolate the behaviors used by self-monitors to facilitate performance in a boundary spanning role, a laboratory setting was used to videotape subjects assuming a contrived boundary spanning role. Subjects (N=234) were introductory psychology college students who were divided into high, middle, and low self-monitoring groups based on scores on the Snyder Self-Monitoring Scale. After viewing two videotaped exchanges between a model "Campus Escort" and "visitor," subjects were shown short video sequences of a visitor expressing his interest and concerns. Following each sequence, subjects role played their response to the visitor as a Campus Escort (role play condition) or selected the most appropriate responses (multiple choice condition). No differences were found regarding the appropriateness of the messages in either condition. High self-monitoring males used more response categories during their role plays than did any other group. High self-monitoring females were rated as more extraverted. An investigation of these results showed that for males, acting ability covaried with the number of response categories used during role plays, verbal fluency, and overall performance and with females' extraversion and friendliness ratings. These results suggest that the behaviors of the boundary spanners were not determined by their sensitivity to social cues but rather by their ability to assume a role and this role may be influenced by stereotypic gender differences. The ability to assume a role may be more important to boundary spanning roles than sensitivity and behavioral pliability to social cues. (ABL)

DOCUMENT RESUME

ED 299 501 CG 021 147

Floerchinger, Debra S.; Ward, Teresa J.
Women and Alcohol: Increasing Awareness on the College Campus.
PUB DATE- Mar 88
NOTE- 28p.; Paper presented at the Annual Meeting of the American College Personnel Association (Miami, FL, March 20-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Alcohol Abuse; Alcoholic Beverages; *Behavior Patterns; *College Students; *Drinking; *Females; Higher Education; *Program Design; Sex Differences; Student Personnel Workers

Women's drinking patterns continue to change in society and on campus. Recent studies have indicated that heavy drinking has more than doubled among female college students in the last decade. The number of female drinkers closely resembles the number of male drinkers during the college years. Women who drink heavily face special social and emotional problems that differ from those of male alcoholics. There are also indications of health implications specific to women's alcohol use, some of which relate to body weight and composition and proportion of body fat, stage of the menstrual cycle, and poly-drug use or cross addictions. Student personnel professionals need to understand how alcohol affects a woman's physical, social, and emotional health; to learn to recognize female students who may be at risk of developing problems when they drink; and to become aware of the danger signals when they occur. This paper presents a program to help individual professionals and the student personnel profession to serve as catalysts for social responsibility in making educated decision concerning alcohol consumption. The special problems of women and alcohol interactions are addressed by sharing information compiled, references available for further use, and group discussion. A recommended program outline with relevant resources by topic is provided. Sections look at alcohol education in general and at women and alcohol in particular. (Author/NB)

DOCUMENT RESUME

ED 299 516 CG 021 162

Criteria for Evaluating an AIDS Curriculum.
National Coalition of Advocates for Students, Boston, MA.
PUB DATE- 88
NOTE- 23p.
AVAILABLE FROM- National Coalition of Advocates for Students, 100 Boylston St., Boston, MA 02116 ($11.95 plus $2.00 postage and handling; also available in Spanish).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Curriculum Evaluation; *Developmental Programs; Elementary Secondary Education; *Evaluation Criteria

This booklet notes that adolescents and young adults are a primary risk group for contracting Acquired Immune Defficiency Syndrome (AIDS) and asserts that public schools must assume a key role in giving students the information they need to avoid contracting AIDS. It recommends that teaching about AIDS take place within the context of a comprehensive health education or family life/sex education course, that an AIDS curriculum be appropriate to the chronological and developmental age of the students, and that it be taught in small groups of 20 or fewer students. Included is a checklist for parents, child advocates, school board members, teachers, and administrators to use in evaluating existing AIDS curricula and in advocating the establishment of high quality AIDS curricula. The greater part of the booklet consists of four attachments. Attachment A, on matching approaches to AIDS education with childhood development, lists developmental characteristics of students in the following stages: kindergarten through grade 3; grades 4 and 5; grades 6 through 9; and grades 10 through 12. Appropriate approaches to AIDS education are suggested for the different grades. Attachment B discusses what information adolescents should know about AIDS. Attachment C concerns staff training and attachment D focuses on parental and community involvement. (NB)

DOCUMENT RESUME

ED 299 530 CG 021 176

Clearing the Air: How to Quit Smoking...and Quit for Keeps.
National Cancer Inst. (NIH), Bethesda, Md.
REPORT NO.- NIH-87-1647
PUB DATE- Jun 87
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Drug Rehabilitation; Health Education; *Smoking; *Tobacco

This document is a self-help booklet designed to help individuals quit smoking. Information, as well as inspiration, is provided in the form of pointers under these topics: (1) preparing yourself for quitting; (2) knowing what to expect; (3) involving someone else; (4) ways of quitting, including switching brands, cutting down on the number of cigarettes smoked, not smoking automatically, and making smoking inconvenient and unpleasant; (5) things to do just before and on the day of quitting; (6) things to do immediately after quitting, including avoiding temptation, finding new habits, what to do when the ex-smoker gets the "crazies," and facts about gaining weight; (7) what happens after you quit smoking, including immediate rewards and effects, long-range benefits, withdrawal symptoms and activities that might help; (8) quitting for keeps, including dealing with and dampening urges, not-smoking as habit-forming, and relapse; (9) marking progress; and (10) common rationalizations. A snack calorie chart and addresses and telephone numbers of organizations which provide assistance to smokers about quitting are provided. (ABL)

DOCUMENT RESUME

ED 299 545 CS 009 348

Cowles, Margaret Haining
Reading in the Two-Year College. Focused Access to Selected Topics (FAST) Bibliography No. 5.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 4p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Computer Assisted Instruction; Literature Appreciation; Multimedia Instruction; *Reading Instruction; Reading Programs; *Remedial Reading; *Teaching Methods; *Two Year Colleges
This 24-item annotated bibliography of journal articles and monographs from the ERIC database is designed to assist two-year college faculty and administrators by answering questions and providing new ideas for the successful conduct of their reading instruction program. The items date from 1983 to 1988 and are arranged in the following categories: (1) an overview; (2) remedial reading instruction; (3) methods and media for teachers; (4) literature in the two-year college; and (5) computer-assisted instruction. (RS)

DOCUMENT RESUME

ED 299 561 CS 211 503

Pruitt, Randall P.
A Nationwide Survey of Daily Newspaper Editors on Their Perceptions of Pat Robertson.
PUB DATE- Jun 88
NOTE- 22p.; Paper presented at a Conference: "Christianity and Communication: Dilemmas and Directions" (Wheaton, IL, June 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Editors; Higher Education; Mail Surveys; Media Research; *Newspapers; Political Candidates; Presidential Campaigns (United States); *Press Opinion; Religious Factors
IDENTIFIERS- Controversial Topics; Journalists; Print Media; Religious Broadcasting; Religious News; Robertson (Pat)
A national survey of daily newspaper editors was conducted in May 1986 for the purpose of determining editors' perceptions of religious broadcaster Pat Robertson. The study examined how well known Robertson is to editors, how they perceive him politically and personally, and why he is perceived by newspaper editors in the way that he is. A total of 798 survey forms were mailed out. Results, gleaned from 209 returned and useable questionnaires representing newspapers of varying circulation sizes, locations, and ideologies, revealed that editors' familiarity with Robertson varied widely; that editors generally had high regard for his personal character; and that editors strongly disagreed with Robertson's views on religion and politics. (Three tables of data are included and 14 references are attached.) (SR)

DOCUMENT RESUME

ED 299 576 CS 211 545

Lindley, Daniel A., Jr.
Talking with Students in Crisis: A Brief Guide.
PUB DATE- Nov 88
NOTE- 6p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (78th, St. Louis, MO, November 18-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Confidentiality; Counseling Techniques; *Crisis Intervention; *Interpersonal Communication; Secondary Education; Suicide; Teacher Role; *Teacher Student Relationship
IDENTIFIERS- *Crisis Management; English Teachers

English teachers are usually well situated to hear the gravest concerns of their students. Because of this, English teachers must be prepared to deal with students who come to them about catastrophic events, ongoing trauma, or deep hurts and frustrations. During the initial encounter, it is important to keep the student talking, to accept all feelings and statements made by the student, and to avoid asking "why." In a crisis situation, if a teacher decides to stay with the student instead of going immediately for professional help, it is important to find out about the student's immediate future plans by asking low-level, factual questions to elicit specific details. With the exception of abuse of any kind (physical, sexual, or psychological), a prior understanding of confidentiality between the teacher and student must be honored. If a student alleges abuse, teachers have a duty to report (by state law) all such allegations. In addition, any overt mention of threat of suicide must be taken seriously and dealt with immediately. In these situations, it is important to make a contract, insisting that the student agree to call someone if at any time he or she feels suicidal. It is also important to realize that there are no guarantees, and that teachers can only do what they can. (MM)

DOCUMENT RESUME

ED 299 592 CS 211 564

Reynolds, Robert L.
Collaboration and Community Formation in English Microcomputer Labs.
PUB DATE- Mar 88
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Communication and Composition (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Classroom Communication; Classroom Design; Computer Uses in Education; *Educational Facilities Design; Higher Education; Writing (Composition); *Writing Laboratories; Writing Skills
IDENTIFIERS- *Collaborative Learning; *Collaborative Writing
The social contexts students need to encourage productive collaboration in their writing can be provided by attending to various design features of the English microcomputer laboratory. Collaborative learning offers a powerful alternative to traditional classroom teaching methods and helps students become part of a community that approximates the one most students will eventually write for in business, government, and the professions. Four practical suggestions for the encouragement of productive collaboration aimed at the designers and directors of labs include: (1) common areas (where students can get together and talk or relax) should be provided in the labs; (2) arrange the computers in such a way as to facilitate interaction among students; (3) provide an atmosphere that is conducive to communication and sharing; and (4) staff the labs with students who are enthusiastic, proficient writers. In order to invite collaboration, teachers and staff must communicate, verbally and nonverbally, so that students are encouraged to interact, share, and communicate. (Thirteen references are attached.) (RS)

DOCUMENT RESUME

ED 299 606 CS 506 392

Stavitsky, Alan G.
Toward a Rhetorical Vision for Public Television.
PUB DATE- Nov 88
NOTE- 29p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audience Response; *Broadcast Industry; Educational Television; *Mass Media Role; *Programing (Broadcast); *Public Television; Rhetoric
IDENTIFIERS- *Carnegie Commission on Educational Television; Corporation for Public Broadcasting; *Fantasy Theme Analysis; Media Government Relationship; Public Broadcasting Act; Public Broadcasting Service
Critics contend American public television has failed to realize the potential envisioned by the Carnegie Commission on Educational Television. Using Ernest Bormann's theory of fantasy theme analysis as a framework to examine public TV reveals that American public television has been unable to develop a coherent rhetorical vision or a clear consensus of its identity and its role. Unlike commercial television, which has a strong centralizing influence in the three major networks, public television's decentralized nature can be democratic to the point of anarchy. Its administering agencies--Public Broadcasting Service, a membership organization owned by the stations that distribute programming, and the Corporation for Public Broadcasting, an independent public corporation that receives and distributes federal funding--are in constant conflict. It is stated that public television's byzantine structure and chronic mendicant nature make daily existence paramount over development of a rhetorical vision on a station manager's agenda. And, without such a vision, public television programs are often indistinguishable from commercial station fare. Developing a rhetorical vision for public television would require building upon existing fantasy themes from the Carnegie Commission report, which include television-as-cultural-institution and localism. As a recipient of public funds, public television must serve audiences--minorities, the disabled, children, and senior citizens--neglected by for-profit broadcasters. Other fundamental changes in the structure and mission of the industry measured in terms of quality, rather than mass appeal, are also necessary for public television to attain a rhetorical vision. (Forty references are appended.) (MS)

DOCUMENT RESUME

ED 299 624 CS 506 413

Tate, Eugene D.; McConnell, Kathleen
Religion and Communication: A Selected, Annotated Basic Bibliography.
Speech Communication Association, Annandale, Va.
PUB DATE- 88
NOTE- 5p.
AVAILABLE FROM- Speech Communication Association, 5105 Backlick Rd., Bldg. E, Annandale, VA 22003 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Group Dynamics; Language Role; Mass Media; Mass Media Effects; Organizational Communication; Popular Culture; *Religion; *Speech Communication
IDENTIFIERS- *Communication Theory; *Televangelism
This annotated bibliography provides a broad perspective on the way religion and communication relate to one another. Forty-two references are listed in the areas of (1) "Religion and Communication Theory"; (2) "Religion and Language"; (3) "Televangelism and Televangelists"; (4) "Historical Roots of Religion and Mass Communication"; (5) "Studies of Relationship between Religion and Mass Media Effects"; and (6) "Organizational and Small Group Communication and Religion." (MS)

DOCUMENT RESUME

ED 299 640 CS 506 430

Bendtschneider, Lyn B.; Trank, Douglas M.
Evaluating the Basic Course: Benefits to the Students.
PUB DATE- 4 Nov 88
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Skills; *Course Evaluation; *Evaluation Methods; Higher Education; Instructional Effectiveness; *Introductory Courses; Speech Communication; Speech Instruction; Student Needs
IDENTIFIERS- Communication Competencies; Speech Communication Education
Evaluations of basic speech courses should be undertaken to benefi the students. Traditional evaluations in education typically do not assess the education of students, and departmental reviews seldom focus on how well students' needs are being met by specific courses. Evaluations should identify the skills and knowledge students need, and produce verifiable research data which examines how well the basic course meets those needs. Needs can be determined in part by reviewing the available surveys from a variety of academic disciplines and professions. There are also several methods for gathering information about the effectiveness of the basic course, such as student evaluations of instructors and the course, or locally developed or nationally standardized examinations to determine what students in the basic course are learning. Whatever the method employed, the goal should be a demonstration of student needs and student development as a means to define and evaluate a basic course curriculum. Approaching an evaluation in this manner focuses the attention on educational effectiveness, rather than the mere acquisition of assets. Also, the department which exhibits effectiveness establishes accountability. The final result of an evaluation which benefits the students is also a product which can benefit the department and the director. (MM)

DOCUMENT RESUME

ED 299 654 CS 506 450

Corder, Lloyd E.
The Utility of Erving Goffman's Theoretical Perspective, Metaphorical Models, and "Serious Ethnography" for the Rhetoric and Communication Scholar.
PUB DATE- 88
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Research; *Cultural Context; *Ethnography; Human Relations; *Interpersonal Communication; *Social Behavior; Social Influences
IDENTIFIERS- *Ethnomethodology; *Goffman (Erving)

Erving Goffman has made significant, sustained contributions to the understanding of human behavior. Goffman studied the minute details of human interaction and how social arrangements protect and promote those interactions. Central to Goffman's study of human interaction was the concept of "self." Goffman believed that the self has two parts: "official" and "all-too-human." Both selves are communicated by interpersonal means, where individuals choose clothing, mannerisms, and speech to influence the outcome of conversations and interactions with others. Goffman's theoretical perspective, his use of "incongruent phrases," and his practice of "serious ethnography" or "ethnomethodology" are useful concepts and research techniques for the rhetoric and communication scholar. His methods have been called empirical, but were not based on quantification--a radical stance for his time. His primary research goal was to show that the behavior considered to be common is really uncommon, when viewed from different perspectives. Goffman has attempted to avoid being classified along any one theoretical line or associated with any particular school of thought. The ability to articulate the subtle implications of how society is maintained is a powerful part of Goffman's work. At the same time, however, Goffman understood that he was a part of what he was studying, that his mere presence had an impact on how people behaved, *and* that the situation in which the episode occurs influences its meaning. Communication reality is a symbolic reality that is held together, because people believe it is that way. (Thirty-eight footnotes are included.) (RAE)

DOCUMENT RESUME

ED 299 667 EA 020 336

Orr, David B.
Private School Statistics: A Review of Private and Federal Data Concerns. Special Report.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-87-429
PUB DATE- Sep 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Databases; *Data Collection; Elementary Secondary Education; Enrollment Trends; Government Publications; National Surveys; *Private Schools; *Research Problems; *School Statistics; School Surveys; Tables (Data)
IDENTIFIERS- *Council for American Private Education; *National Catholic Educational Association
In 1986, the Center for Education Statistics (CES) initiated a series of meetings with a wide range of private school representatives. At these meetings, a need for more complete information on the data collection efforts of the various private groups was identified, and as a result, CES agreed to investigate the extent and nature of the education statistics currently being collected. This paper describes the lines of inquiry, the findings, and some tentative implications for data collection in the private school sector. Each of 22 organizations including 15 member organizations of the Council for American Private Education--CAPE--and the National Catholic Educational Association, (estimated to cover 90-95 percent of private school activity) were asked to send CES copies of the forms they use to collect education statistics and examples of the reports prepared from them. A tentative set of data elements for a common system was developed, and each organization's coverage of the set was depicted in matrix form; both items were sent to all 22 organizations. A review of the materials supplied and the analysis of these and the matrix suggest that, except for the very broadest of generalizations, it would not be possible to derive a national picture from the aggregation of data as presently collected by the private school organizations. CES envisions a period during which CES and the various

associations and private school representatives would negotiate the elements of a common "core" system and establish common definitions and procedures for data collection covering a limited data set. This effort would be coordinated with CES's public school data collections to permit further comparisons. (MLF)

DOCUMENT RESUME

ED 299 682 EA 020 414

Daresh, John C.
Professional Formation and a Tri-Dimensional Approach to the Preservice Preparation of School Administrators.
PUB DATE- Oct 88
NOTE- 43p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Cincinnati, OH, October 28-30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *College School Cooperation; Elementary Secondary Education; Learning Activities; *Learning Modules; *Public Administration Education
A conceptual model for the preservice preparation and ongoing professional development of school administrators is presented. The model takes into account two areas identified by reformers as needing attention: the increase of collaborative efforts between universities and local school systems and the opportunity for more "clinical" learning opportunities. The model includes three dimensions: (1) academic preparation; (2) field-based learning; and (3) a newly conceptualized element referred to as "personal formation." All of these dimensions are discussed in detail, and the paper also includes a description of the ways in which the three dimensions might be incorporated into a view of one's administrative career, from preservice to entry to ongoing inservice. There could be differences in reliance on field based learning and academic preparation, but personal formation is consistently important in any professional development plan. Sixty-two references are appended. (SI)

DOCUMENT RESUME

ED 299 697 EA 020 438

Street, Sue; Licata, Joseph W.
Supervisor Expertise, Teacher Autonomy and Environmental Robustness.
PUB DATE- Apr 88
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; *Educational Environment; Elementary Secondary Education; Instructional Leadership; Multivariate Analysis; *Organizational Climate; *Professional Autonomy; School Demography; *Teacher Administrator Relationship; *Teacher Supervision
IDENTIFIERS- Environmental Robustness Semantic Differential; Fidelity of Supervision Scale; Sense of Autonomy Scale
This study examines the collective perspective that teachers in schools have about the relationship between the supervisory expertise of the principal, teacher work autonomy, and school environmental robustness. Supervisory expertise, and teachers' satisfaction with the supervisory process, is measured with the "Fidelity of Supervision Scale" (FOSS); teachers' sense of work autonomy is measured by the "Sense of Autonomy Scale" (SAS); and environmental robustness is measured by the "Environmental Robustness Semantic Differential" (RSD), which measures the dramatic content of the school environment. The sample for the study consisted of approximately 1,761 teachers in 3 school districts in a southern state. Summary statistics were computed for each of the three variables in the study, including means, standard deviations, and percentage of total possible scores for the scales and subscales. Correlations were computed to provide a statistical basis for testing hypotheses about the relationships between the variables, and also among demographic and theoretical variables. Results showed (1) a positive significant correlation between teacher autonomy and satisfaction with supervisory expertise; (2) no significant correlation between teacher autonomy and environmental robustness; and (3) a significant correlation between teacher satisfaction, teacher perception of supervisory effectiveness, and environmental robustness. References are included. (TE)

DOCUMENT RESUME

EC

ED 299 713 EC 210 792

Candler, Ann C.; Keefe, Charlotte Hendrick
Identifying the Learning Disabled Student with a Language Problem.
PUB DATE- Apr 88
NOTE- 12p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Communication Skills; *Educational Diagnosis; Elementary Education; Evaluation Methods; Expressive Language; *Handicap Identification; Interpersonal Competence; *Labeling (of Persons); Language Acquisition; *Language Handicaps; *Language Skills; *Learning Disabilities; Receptive Language; Student Evaluation
IDENTIFIERS- Language Delayed
A review of the research on learning-disabled students suggests that these students often exhibit language deficits that are not readily obvious. These language deficits create problems in understanding social interactions and written and oral directions as well as problems in expressing ideas both orally and in written form. The term language delay is used to refer to many handicapped students, but it is not an appropriate description of all language problems. The term "disordered" better describes the learning-disabled student's language. The disordered language of the learning-disabled student is characterized by at least nine traits: trouble with word meanings, off-target responding, inaccurate word selection, difficulty with word finding, neologisms, referent errors, topic closure, use of immature grammatical structures, and disorganization and problems with sequencing. Several procedures exist for evaluating the language of a learning-disabled individual, such as transcribing and reading the student's oration rather than hearing it, or coding the student's interactions with others in his or her environment such as teachers and peers. (JDD)

DOCUMENT RESUME

ED 299 727 EC 211 006

Bickford, James; Maron, Sheldon
Breaking the Traditional Model: A Preservice Preparation Program To Serve Rural Visually Handicapped Learners.
PUB DATE- Feb 88
NOTE- 12p.; In: Alternative Futures for Rural Special Education. Proceedings of the Annual ACRES (American Council on Rural Special Education) National Rural Special Education Conference; see EC 211 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advocacy; Career Education; Counseling; *Curriculum Development; Elementary Secondary Education; Outreach Programs; Paraprofessional School Personnel; Parent School Relationship; Practicums; *Rural Education; School Community Relationship; Student Teachers; *Teacher Education; Teacher Shortage; *Visual Impairments
IDENTIFIERS- Portland State University OR
Portland State University in Oregon has developed a program to train teachers of the visually handicapped in rural settings which emphasizes: (1) close working relationships with parents and community based programs; (2) strong advocacy training for visually impaired and blind learners; (3) excellent outreach and consultive skills to regular classroom teachers, teacher aides and others; (4) ongoing inservice training with parents, teachers and others from allied disciplines; (5) effective community communication; (6) personal and career development counseling. Existing personnel shortages in remote rural areas led to modification of the existing special education teacher preparation program to include a requirement of 8 hours of weekly contact time with a visually handicapped student and an associated seminar; restructuring the class on communicating with parents and paraprofessionals to stress organizing effective parent support groups; modification of the class, "Implications of Vision Problems," and infusion of microcomputer applications in the class, "Clinical Practicum I." Better preparation for providing outreach and consultive services should occur through greater emphasis on child advocacy, student teaching in a rural district, and inservice training of paraprofessionals, teacher aides, and volunteers. (DB)

DOCUMENT RESUME

ED 299 741 EC 211 020

Hoffman, Tony
How Database Management Systems Can Be Used To Evaluate Program Effectiveness in Small School Districts.
PUB DATE- Feb 88
NOTE- 16p.; In: Alternative Futures for Rural Special Education. Proceedings of the Annual ACRES (American Council on Rural Special Education) National Rural Special Education Conference; see EC 211 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer System Design; *Database Management Systems; *Disabilities; Elementary Secondary Education; Enrollment; *Individualized Education Programs; Information Retrieval; Information Storage; Microcomputers; Models; Program Effectiveness; *Program Evaluation; *School Districts; School District Size; Scores; Special Education
IDENTIFIERS- *Small School Districts

Sophisticated database management systems (DBMS) for microcomputers are becoming increasingly easy to use, allowing small school districts to develop their own autonomous databases for tracking enrollment and student progress in special education. DBMS applications can be designed for maintenance by district personnel with little technical support. A survey of 14 California and Oregon school districts analyzed their use of DBMS for special education records. Methods that a DBMS uses to organize data are described. A strategy is presented for developing a database for local program evaluation in small districts, by using a relational DBMS system including files for Students, Enrollments, and Scores. The model system is derived from the individualized educational planning process mandated for special education programs. Such a system can be implemented on an Apple Macintosh, IBM PC, or IBM-compatible computer. Figures illustrate sample data entry forms and sample computer-generated reports. (JDD)

DOCUMENT RESUME

ED 299 755 EC 211 034

Meils, Elaine A.
Increasing the Musically Talented Elementary School Student's Musical Skills and Knowledge.
PUB DATE- 16 May 88
NOTE- 121p.; Ed.D. Practicum I Report, Nova University. Print is light and variable and may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Advanced Courses; Advanced Students; Attitude Change; Elementary Education; Enrichment Activities; Musical Composition; *Music Education; Music Theory; Outcomes of Education; Performance; Special Classes; Special Programs; Student Attitudes; *Talent; *Talent Development; *Teaching Methods
A class was developed for 10 musically talented students in an elementary school, to enable the students to increase their musical interest and knowledge and to improve their music performance skills. Strategies for providing a more challenging musical environment for these students included: a pull-out class, teaching of music theory and composition accompanied by student performances, and individual student projects involving reports on music topics or performances of compositions practiced independently. A posttest on the subject of music theory and composition showed that each of the 10 talented students showed an increase in music understanding over the pretest. A teacher-made performance checklist showed improvements in music performance skills, and a pre- and post-attitude survey also showed that students' enthusiasm for music had increased. Appendices include copies of the student interview form, music coordinator letter, parent questionnaire, pre- and post-test, student performance checklist, student attitude survey, weekly log, summation of student performance checklist, summation of weekly logs, results of student attitude survey, student evaluation form and final evaluation form. (Author/JDD)

DOCUMENT RESUME

ED 299 771 EC 211 050

Social Studies. Exceptional Child Education Curriculum K-12. Volume I.
Jefferson County Public Schools, Louisville, Ky.
PUB DATE- 86
NOTE- 639p.; For related document, see EC 211 051.
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Disabilities; Elementary Secondary Education; *History Instruction; *Local History; Resource Materials; Sequential Learning; *Social Studies; Task Analysis; *Teaching Methods; *United States History
IDENTIFIERS- Kentucky; Kentucky (Jefferson County); Kentucky (Louisville); United States

This volume of the K-12 Social Studies curriculum for exceptional children covers the history of America, Kentucky, and Louisville/Jefferson County, from the time of American Indian settlements in these areas to the present. The curriculum guide provides: (1) objectives which parallel, as nearly as possible, the general education social studies course content and curriculum; (2) objectives addressing social studies requirements for graduation at high-school level; and (3) directions for the teacher regarding concepts and skills which should be covered in the instruction of social studies. For each objective, a task analysis, learning activities, and resource materials are listed. The instructional activities and materials are designed to: assist teachers in becoming more proficient in the content areas; make social studies concepts more meaningful to students; and increase student interest and imagination through active involvement in reenactments, simulations, documentaries, and other hands-on activities. A scope and sequence chart is included to list the content areas covered, to indicate grade levels in which specific content areas are addressed in the general education program, and to assist special education teachers in determining which objectives to cover at specific grade levels. (JDD)

ED 299 391 CE 050 940

Work-Ability. Special Abilities from Special Students. Volumes I-III February 1986-June 1988.
Fresno City Unified School District, Calif.
PUB DATE- 88
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Education; *Employment Interviews; Employment Potential; Employment Qualifications; Job Application; *Job Search Methods; Job Skills; Secondary Education; *Special Education; *Vocational Adjustment; *Work Attitudes

This document consists of a compilation of 12 issues of a newsletter for special education students enrolled in work experience programs in Fresno, California. The newsletter is intended to help them develop appropriate work attitudes and behaviors and master job-seeking and job-holding skills. The following are among the topics covered in individual issues of the newsletter: how to act in a job interview, negative interviewing factors, telephone techniques, cover letters, self-evaluation, well-paying jobs that do not require a college degree, fast-food jobs, jobs in national parks, classified ads and techniques for responding to them, self-employment, the importance of body language in job interviews, job skills that can be developed at home, tips on researching prospective employers, reasons why workers lose their jobs, work maturity traits, friends as a source of constructive criticism, work histories, employers' views on what constitutes a good employee, proposed minimum wage legislation, the importance of thank-you letters after interviews, nursing jobs, cashiering, and factors to consider when selecting a career. Each newsletter contains articles directed toward students, tips on available reference and resource material, short tips and/or facts related to job search and daily living, a question and answer column, and suggested activities for teachers to use with their students. (MN)

ED 299 406 CE 051 015

The Electronic Supervisor: New Technology, New Tensions.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
REPORT NO.- OTA-CIT-333
PUB DATE- Sep 87
NOTE- 152p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (GPO Stock No. 052-003-01082-8: $6.50).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Civil Liberties; *Computer Oriented Programs; *Electronic Equipment; Employer Employee Relationship; *Employment Practices; Equipment Utilization; Foreign Countries; *Job Performance; Legal Problems; Legal Responsibility; *Privacy; Public Policy; Supervisory Methods; Telephone Communications Systems
IDENTIFIERS- *Computer Work Monitoring

Computer technology has made it possible for employers to collect and analyze management information about employees' work performance and equipment use. There are three main tools for supervising office activities. Computer-based (electronic) monitoring systems automatically record statistics about the work of employees using computer or telecommunications equipment in their jobs. Service observation refers to the practice of listening in on an employee's conversation with a customer. Automatic service observation refers to computer tracking of calls' durations and destinations. Telephone accounting refers to automatic, computer-generated records of the times, durations, and destinations of telephone calls. The use of these technologies is surrounded by controversy. Some praise this new technology as a way of helping employers manage resources, plan workloads, reduce costs, and provide employees with timely feedback. Others fear the potential civil liberties and privacy abuses of these new technologies. Another important concern is that there are, at present, no requirements in United States law that monitoring be fair or that employees be consulted about work standards. (Appendixes include notes on computer work monitoring in other countries and the privacy and civil liberties implications of testing employees in the workplace.) (MN)

ED 299 474 CG 021 119

Grube, Joel W.; Morgan, Mark
Attitude-Normative Belief Interactions in Predicting Adolescent Substance Use.
PUB DATE- Apr 88
NOTE- 33p.; Paper presented at the Annual Meeting of the Western Psychological Association (68th, Burlingame, CA, April 28-May, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Beliefs; *Drinking; *Drug Use; Elementary Secondary Education; Foreign Countries; Models; *Preadolescents; *Smoking; *Student Attitudes
IDENTIFIERS- Ireland (Dublin)
Additive and interactive models of attitudes and normative beliefs were compared in a survey of smoking, drinking, and drug use among post-primary students from Dublin, Ireland. It was hypothesized that contingent consistency interactions would be found: (1) when predicting drug use, but not smoking or alcohol use; (2) for younger, but not older students; (3) for normative beliefs about peers, but not about parents; and (4) for normative beliefs about substance use by others, but not about verbal approval. Questionnaires focusing on beliefs, attitudes, and behaviors related to cigarette smoking were completed by 2,927 students. Questionnaires focusing on beliefs, attitudes, and behaviors related to alcohol and drugs were completed by 2,782 students. Contrary to expectations, significant interactions were found for all three target behaviors and regardless of the age of the students. These interactions primarily involved attitudes and normative beliefs about peer substance use. Interactions involving other normative beliefs generally were not significant. Contingent consistency effects may result from greater access to tobacco, alcohol, and other drugs on the part of adolescents who have friends involved in smoking, drinking, and other durg use. A reference list and six data tables supplement this document. (Author/NB)

ED 299 531 CG 021 177

The Presidential Commission on the Human Immunodeficiency Virus Epidemic Report.

Presidential Commission on the Human Immunodeficiency Virus Epidemic, Washington, DC.
PUB DATE- 24 Jun 88
NOTE- 202p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Blue Ribbon Commissions; Disease Control; *Disease Incidence; Drug Abuse; Epidemiology; Ethics; Federal Government; Government Role; Health Education; Health Insurance; *Health Needs; International Programs; Legal Problems; Medical Services; Prevention; *Public Health; *Public Policy

This document presents findings of the Presidential Commission on the Human Immunodeficiency Virus (HIV) epidemic. The executive summary lists 20 major findings and recommendations which together comprise a comprehensive national strategy for managing the HIV epidemic. The commission recommends: (1) replacement of the obsolete term "AIDS" (Acquired Immunodeficiency Syndrome) with the term "HIV infection"; (2) early diagnosis of HIV infection; (3) increased testing to facilitate understanding of the incidence and prevalence of HIV infection; (4) treatment of HIV infection as a disability under federal and state law; (5) stronger legal protection of the privacy of HIV-infected persons; (6) immediate implementation of preventive measures such as confidential partner notification; (7) prevention and treatment of intravenous drug abuse; (8) implementation of drug and alcohol abuse education programs; (9) establishment of federal and state scholarship and loan programs to encourage nurses to serve in areas of high HIV impact; (10) extension and expansion of the National Health Service Corps; (11) aggressive biomedical research; (12) more equitable and cost-effective financing of care for HIV-infected persons; (13) addressing the concerns of health care workers; (14) federal assurance of the safety of the blood supply; (15) undertaking all reasonable efforts to avoid transfusion of another person's blood; (16) development and implementation of education programs; (17) addressing the problem of HIV-infected "boarder babies;" (18) addressing the problem of high-risk adolescents; (19) addressing ethical issues raised by the HIV epidemic; and (20) support and encouragement of international efforts to combat the spread of HIV infection. The 12 chapters of this report present these recommendations in greater detail. Ten appendices of relevant materials are included. (NB)

ED 299 593 CS 211 565

Feeley, Joan T.
A Follow-Up Study of the Writing as Process Seminars in the Elementary School. Final Report.
PUB DATE- May 88
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Content Area Writing; Elementary Education; Higher Education; *Professional Continuing Education; Professional Education; Program Evaluation; Surveys; *Theory Practice Relationship; *Writing Across the Curriculum
IDENTIFIERS- *Process Approach (Writing); William Paterson State College NJ

In order to ascertain the impact of post-graduate course work on curricular practice, a follow-up study was undertaken of the classroom writing practices of participants in the 1987 Writing as Process seminars sponsored by William Paterson College, New Jersey. Seminars were offered in four elementary school districts, each one taught by a William Paterson College instructor and a teacher from the host district. Information for the follow-up study was obtained through surveys, telephone and in-person interviews, and school visits. Results indicated that teachers are making more time for writing in their daily programs and are generally following a process approach. While the middle school teachers are including writing in content areas, the elementary school teachers are more apt to be using writing workshops in their reading/language arts programs. The dissemination of material learned in the seminars has, in general, been limited. Results imply: (1) that teaching such seminars on-site with a college instructor and a knowledgeable teacher from the district can be an effective approach; (2) that the integration of computers into writing programs can be helpful and requires collaboration between computer teachers and classroom teachers; (3) that teachers need support from administrators to implement writing as process teaching; and (4) that school districts can benefit from establishing and maintaining ties with local colleges that are centers for promoting writing. (Four tables of data are included, and an appendix containing the survey instrument is attached.) (SR)

ED 299 625 CS 506 414

Brownlee, Don
Coaching Debate and Forensics.
Speech Communication Association, Annandale, Va.
PUB DATE- 88
NOTE- 5p.
AVAILABLE FROM- Speech Communication Association, 5105 Backlick Rd., Suite E, Annandale, VA 22003 (free).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Debate; *Ethics; *Persuasive Discourse; Speech Communication; Verbal Communication
IDENTIFIERS- *Coaching (Speech); *Debate Coaches; Debate Ethics
This 53-item bibliography lists texts on debate and forensics; articles and papers on coaching debate; articles and papers on coaching individual events; and sources on ethics. (RAE)

ED 299 626 CS 506 416

Sanders, Wayne
The Metaphors of Managers: Toward a Theory of How Decisions Are Made in Organizations.
PUB DATE- Nov 88
NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrators; Business Education; Decision Making; *Metaphors; Organizational Communication; Research Needs
IDENTIFIERS- Management Practices; Management Skills; *Metaphorical Thought; Research Priorities
Studies have shown that managers work at a frenetic pace, rapidly moving from one concern to another, coping with tremendous amounts of information picked up largely through face-to-face or telephonic oral communication. Managers somehow process this information in their minds and then make decisions. Despite the overwhelming quantity of "soft" information gathered, it is often not enough--leaving managers to make decisions in uncertainty and ambiguity. Metaphors have long been used by organizational theorists to explain organizations at the macro level. It is hypothesized that managers use metaphors to interpret and organize incoming information. It would be a very valuable contribution to management practice, management education and organizational theory if researchers could solve the mystery of how the minds of managers really work. A study of the metaphors managers actually use in processing information and making decisions might help explain how managers actually do their work in complex organizations and might be valuable to train aspiring or working managers in the use of these metaphors. Such training would not only help managers view problems from different perspectives but would also help them understand the undergirding structure of organizational theory. (Sixteen references are attached.) (Author/RAE)

ED 299 655 CS 506 451

Lont, Cynthia M.; Decker, Warren
The Disempowered Paradigm: or We Are the Sailors and We're in Mutiny--The Safety of This Journey Depends on Unity.
PUB DATE- Nov 88
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Blacks; Cognitive Processes; *Communication Research; Feminism; Majority Attitudes; Minority Group Influences; Minority Groups; *Models
IDENTIFIERS- Epistemic Research; *World View
In the last few years there has been much discussion concerning different frameworks-paradigms-perspectives-world views and the ways in which each paradigm affects how knowledge is collected and analyzed. Unfortunately each new paradigm has been positioned in relation to the traditional rationalistic, scientific paradigm. The roots of these discussions come from many perspectives: feminist, critical, and Black. Although the terms to identify each view may differ (theory, perspective, scholarship, or paradigm), there are many similarities between and among the groups. One very obvious similarity, whether it be feminist, critical, or Black, is its view of oppression as a main ingredient in the present paradigm's position of power. These groups then constitute the disempowered, not only in their relative position in society but also in the ways in which they view and collect knowledge. Riane Eisler states that if the system is stable, the new mode of functioning represented by these fluctuations will not survive. But if these innovators multiply fast enough, the whole system may adopt a new mode of functioning. The rules enforced by the empowered paradigm prevent any but another "competing" paradigm from entering the arena. Part of the "disempowered paradigm" is its acceptance of other paradigms--other ways of thinking and viewing. In the field of communication, the acceptance of the disempowered paradigm would see a myriad of radical changes in all areas of study. (Eighteen references are attached.) (RAE)

ED 299 376 CE 049 396

Consumer's Resource Handbook.
Office of Consumer Affairs, Washington, D.C.
PUB DATE- 88
NOTE- 100p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adults; *Consumer Education; *Consumer Protection; Merchandise Information; *Money Management; *Organizations (Groups); *Resources
IDENTIFIERS- *Consumer Complaints

This handbook is intended to help consumers exercise their rights in the marketplace in three ways. It shows how to communicate more effectively with manufacturers, retailers, and service providers; it is a self-help manual for resolving individual consumer complaints; and it lists helpful sources of assistance. The handbook has two sections. Part I, How To Be a Smart Consumer, features tips on avoiding purchasing problems and getting the most for one's money. It gives steps for handling one's own complaint and writing an effective complaint letter. Part II, the Consumer Assistance Directory, lists consumer offices in both the public and private sectors that provide assistance for consumer complaints. An index in the back of the handbook lists, by subject, the appropriate contact. Consumer tips and remainders on resolving complaints appear throughout the handbook. These tips are also in the index by subject. The handbook is a handy reference tool for consumers; additional users include educators (as a source of information and ideas for developing and teaching innovative consumer education courses) and consumer leaders in business and government (as a resource for locating others who share consumer program objectives and who can help resolve consumer complaints). (YLB)

ED 299 420 CE 051 047

Coates, Marvin R.
Emergency Medical English: Structure and Vocabulary. Teacher's Manual and Exercise Answer Key. English for Special Purposes. Emergency Care Attendant.
El Paso Community Coll., Tex.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 88
NOTE- 48p.; For related manuals in a set of five, see CE 051 044-048.
AVAILABLE FROM- El Paso Community College, Communications Division, P.O. Box 20500, El Paso, TX 79998 (Set of five--$60.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations Education; *Emergency Medical Technicians; *Grammar; Language Skills; Learning Activities; *Limited English Speaking; Postsecondary Education; *Second Language Instruction; Second Language Learning; Spanish Speaking; *Vocabulary Skills; *Vocational English (Second Language)
This teacher's manual is designed to accompany the exercise book on structure and vocabulary. It is part of a package of materials developed for use in an English for Special Purposes project, which offers classes in reading, grammar, and emergency care attendant training for limited English proficient students. Brief notes and suggestions are offered to help teachers use the essential vocabulary and expressions sections of the 18 lessons in the exercise book as well as the review lessons, which are every third lesson in the book. The answer keys to the exercises are then presented. These answer keys are provided as an indication of the kind of answer that the materials writer had in mind when the exercise was composed. (YLB)

ED 299 434 CE 051 068

Salice, Barbara
Women and Illiteracy in the United States: A Feminist View. Revised.
PUB DATE- Aug 88
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Access to Education; Adult Basic Education; *Adult Literacy; *Educational History; Educational Needs; *Females; *Illiteracy; *Literacy Education; Sex Bias; Sex Discrimination
Throughout history, American women have had less access to education than their male counterparts. Because of discrimination based on traditional ideas of inferiority and subjection, female adult literacy rates did not even approximate male rates until well into the 19th century. The first important steps to improve the status of women were taken in the 19th century, although ethnicity and wealth had an important impact on access to education and quality of literacy. The suffrage movement was particularly instrumental in focusing attention on the need for greater literacy education for women. It was not until the 20th century that the need to educate women for careers and professions was recognized. More recently, feminist literature has reflected the need for education of women that empowers or enables them to take charge of their own lives. Kathleen Rockhill views literacy as a way to gain power from men. Phyllis Safman cites social acculturation and sex role stereotyping, personal problems promoting a failure to complete high school, and institutional barriers to women in adult basic education programs as three main factors contributing to illiteracy among women today. (A 17-item bibliography is included.) (MN)

ED 299 488 CG 021 133

Bienenfeld, Sheila
The Role of the Individual and Individual Responsibility in Family Therapy.
PUB DATE- 29 Apr 88
NOTE- 15p.; Paper presented at the Annual Meeting of the Western Psychological Association (68th, Burlingame, CA, April 28-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Attitudes; *Family Counseling; Individual Development; *Psychotherapy; *Responsibility; Theories; *Trend Analysis
IDENTIFIERS- *Family Systems Theory
Family systems theory's contribution to the world of psychotherapy was its move away from lineal causality toward a view of human relationships as not merely multi-determined, but unavoidably and inextricably inter-related and inter-dependent. Circular causation allows the therapist to assume enormous flexibility. The rise of family therapy in post World War II America is consistent with the "Protean man" described by Lifton and the alienated individual described by Mead. Family theorists incorporated into their theorizing, as do all theorists, the experiences of their own lives, which in this case included the discontinuity of World War II. This is the essence of circular causation, and a concept used by a variety of contemporary therapists influenced by family systems thinking. To move to the structural level, the "aesthetics" versus "pragmatics" debate eventually faded. It was an expression of "sociological ambivalence." Its effect was to crystallize but to mislabel the fundamental conflicts of family therapy; opportunism versus idealism, and conservatism versus radical social criticism. By mislabeling the issue, it helped to obscure it, and finally guaranteed that the "mystery-mastery" complex remain intact, that the forces influencing family dynamics remain obscure and impenetrable, while allowing and encouraging the development of sophisticated methods of behavioral control and mystification. (ABL)

ED 299 502 CG 021 148

Lubomski, Lisa; And Others
Defensive Attributions of Rape When the Victim is Male Versus Female.
PUB DATE- Apr 88
NOTE- 7p.; Paper presented at the Annual Meeting of the Western Psychological Association (68th, Burlingame, CA, April 28-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; Higher Education; *Rape; *Sex Differences; *Student Attitudes; Undergraduate Students; *Victims of Crime

Shaver's Defensive Attribution concept suggests that subjects who perceive themselves as similar to a rape victim attribute less responsibility to the victim, thus protecting themselves against blame should they ever be victims. Studies have supported this interpretation for females, but have reported difficulty interpreting the responses of males. This study extended previous research by including males as victims. It was hypothesized that subjects would attribute the least responsibility for the rape to victims who were most similar to them both in terms of sex and in terms of age and status. The study involved 80 female and 80 male undergraduates in a 2 (sex of subject) x 2 (sex of victim) x 2 (age and status similarity of victim to subject) design. Subjects read a brief description of a sexual assault where the victim was identified as male or female, and as either a 21-year-old college student or a 45-year-old recovering alcoholic. Subjects then rated the victim and the perpetrator on issues of blame. The results revealed a significant main effect for subject age and status similarity on the measure of subject's perceived similarity to the victim, a significant main effect for subject's sex, and a significant two-way interaction between these factors. Female subjects with highly similar victims saw victims as most like themselves. The defensive attribution theory received partial support from the data. (NB)

ED 299 517 CG 021 163

Smith, Judie
Tackling the Tough Issues in School Based Suicide Awareness Programs.
PUB DATE- 17 Apr 88
NOTE- 7p.; Paper presented at the Annual Meeting of the American Association of Suicidology (21st, Washington, DC, April 13-17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Board of Education Policy; *Curriculum Development; Elementary Secondary Education; High Risk Students; Prevention; *Program Design; *Student Needs; *Suicide
Once a school system has resolved to introduce suicide awareness education into the curriculum, many philosophical and pragmatic questions about program goals, content, and format must be addressed. This document discusses several of these issues, including: (1) who should receive suicide awareness programs; (2) who should conduct suicide awareness programs; (3) what are realistic objectives for awareness programs; (4) what specific information and skills should be taught; (5) what modifications must be made to make programs relevant to special populations; (6) what are the most effective program designs; (7) how should programs be integrated into existing school curriculum; (8) how can programs insure that trainers are adequately prepared to teach about suicide; and (9) how does suicide awareness education differ from other high risk health topics. Skills needed by parents, teachers, counselors, and students are discussed and it is recommended that suicide prevention programs begin before children reach adolescence. (NB)

ED 299 546 CS 009 349

Fenholt, Janet

The Newspaper: Your Key to Better Living. Using the Newspaper in Adult Education Classes.

American Newspaper Publishers Association Foundation, Washington, D.C.
PUB DATE- 85
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Adult Reading Programs; *Functional Reading; High School Equivalency Programs; Learning Activities; *Newspapers; Reading Skills; *Remedial Reading; Vocabulary Skills
IDENTIFIERS- Newspaper in Education Program; Reading Motivation

The purpose of this booklet is to provide teachers of adult education students with a series of activities that use the newspaper as a learning resource to develop both reading and life skills. The booklet is aimed at adults who want to read on an intermediate level and pass the graduate equivalency diploma (GED). Vocabulary in the material is geared toward intermediate and secondary level adult readers. Included within the text is a brief rationale for using the newspaper in adult education classes. The activities include understanding coupons, want ads, classified ads, news stories, maps, and ways to develop vocabulary. Supplementary activities are included which build on the skills developed in earlier activities. (RS)

ED 299 562 CS 211 507

Marshall, Gary T.

An Exploration of William Stafford's Writing Process.
PUB DATE- Feb 88
NOTE- 22p.; Paper presented at the Annual Midwest Regional Conference of English in the Two-Year College (23rd, Urbana, IL, February 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Creative Writing; Language Rhythm; Literary Styles; *Poetry; *Poets; Writing Evaluation; *Writing for Publication; *Writing Processes
IDENTIFIERS- *Stafford (William)
In this paper William Stafford's varied descriptions and occasional judgments as to what it means to write a poem are gathered by prospecting through his essays, published lectures, and transcribed interviews. The paper describes Stafford's perspective on (1) the powerful language of poetry; (2) finding each poem's unique form; (3) practicing the process of making a poem; and (4) evaluating the poem. Looking at Stafford's writing process as an experiment in the open form, the paper argues that writing is discovery, not a plan: the process is more vital than the product. The paper concludes that Stafford is one of the "wild cards"--a wanderer out of the halls of "how to" into the wilderness of discovery. His purpose is not to trash tradition but to go beyond it. (RS)

ED 299 577 CS 211 546

Dwyer, Evelyn
A Pleasant Journey into Classroom Storytelling.
PUB DATE- Nov 88
NOTE- 9p.; Paper presented at the Annual Meeting of the Tennessee Reading Association of the International Reading Association (Chattanooga, TN, November 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Beginning Reading; Class Activities; Classroom Communication; Elementary Education; Reading Aloud to Others; Reading Comprehension; Skill Development; *Story Telling
IDENTIFIERS- Direct Instruction; Prereading Activities; Tennessee Instructional Model
The central purpose of storytelling in the classroom is for enjoyment, both on the part of the storyteller and the audience. On the other hand, especially when time is allotted for storytelling during reading instruction periods, teachers can integrate the art of storytelling with practical competence building activities. For example, the tale of the three bears can provide direct instruction in sequencing and cause and effect. In addition, storytelling enhances language appreciation, creativity, self-expression, and group cooperation. Storytelling can be used in the Tennessee Instructional Model (TIM), in all three major areas of the model--set, direct instruction, and closure. As part of "set" in TIM, storytelling can help orient learners to the lesson which follows. Storytelling fits in the direct instruction portion of TIM when combined with retelling and oral or written questioning strategies. Storytelling can enhance closure by serving as a topic summary, a precursor to a new unit, or as a way of promoting mood. Holistically, storytelling helps the learner's ability to reason, remember, see similarities and differences, determine relationships, and think critically. (Two figures and a sample storytelling card are provided, including suggestions for storytellers. (MM)

ED 299 641 CS 506 431

Carter, Linda P.
Understanding a Society through Its Stories: The Development and Application of an Approach for Discovering Norms through Analysis of Narratives.
PUB DATE- Nov 88
NOTE- 51p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cultural Activities; Cultural Background; *Cultural Context; Language Role; *Narration; Sociocultural Patterns; Speech Communication
IDENTIFIERS- Narrative Text; Textual Analysis
This paper discusses narrative as a culturally significant speech genre which can be analyzed to reveal important aspects of a culture's code, particularly its expectations for conduct. The paper argues that through an analysis of narratives an understanding of one important aspect of a culture's code, specifically, that aspect which deals with a community's expectations for conduct (its social/cultural norms) can be developed. The paper begins by discussing cultural norms, and the form and significant cultural content of narratives. It then presents an analytical framework which has been developed to infer cultural norms through the interpretation of mythic narratives (which are shown to be culturally powerful stories). Finally, the paper applies this framework to the interpretation of a cultural text to illustrate the utility of this method. (Forty-two references are attached.) (RAE)

ED 299 683 EA 020 415

Stanley, Sarah J., Ed.; Popham, W. James, Ed.
Teacher Evaluation: Six Prescriptions for Success.
Association for Supervision and Curriculum Development, Alexandria, Va.
REPORT NO.- ISBN-0-87120-153-4
PUB DATE- 88
NOTE- 187p.
AVAILABLE FROM- Publications, Association for Supervision and Curriculum Development, Alexandria, VA 22314 (Stock No. 611-88048; $11.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010) Collected Works - General (020)
DESCRIPTORS- Cognitive Processes; Elementary Secondary Education; Evaluative Thinking; Judgment Analysis Technique; Public Schools; *Staff Development; *Teacher Effectiveness; *Teacher Evaluation; Teacher Supervision
This book presents six alternative teacher evaluation approaches in six chapters. Each contributor was directed to respond to an identical stage-setting stimulus; then the chapter was immediately relayed to a public school practitioner who was asked to supply a "from-the-field" reaction. The reactions follow each chapter under the heading, "From the Practitioner's Point of View." The chapter titles and the different approaches to teacher evaluation implicit in them are as follows: (1) "Evaluation for Enhancing Instruction: Linking Teacher Evaluation and Staff Development" (Thomas L. McGreal; (2) "Create Rather Than Await Your Fate in Teacher Evaluation" (Madeline Hunter); (3) "Judgment-Based Teacher Evaluation" (W. James Popham); (4) "Teacher Performance Evaluation: A Total Systems Approach" (Richard P. Manatt); (5) "Evaluating Teachers as Professionals: The Duties-Based Approach" (Michael Scriven); and (6) "Evaluation of Teaching: The Cognitive Development View" (Arthur L. Costa, Robert J. Barmston, and Linda Lambert). References included with each chapter. (SI)

ED 299 698 EA 020 439

Steller, Arthur W.
Effective Schools Research: Practice and Promise. Fastback 276.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-276-3
PUB DATE- 88
NOTE- 55p.; Sponsored by the Amarillo, Texas, Chapter of Phi Delta Kappa.
AVAILABLE FROM- Publications, Phi Delta Kappa, Eighth and Union, P.O. Box 789, Bloomington, IN 47402 ($.90; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Educational Environment; Educational Quality; *Educational Strategies; Elementary Secondary Education; Parent Participation; Principals; Program Effectiveness; *School Effectiveness; School Role; *Teacher Effectiveness
IDENTIFIERS- *Effective Schools Research
This booklet presents the concept of school effectiveness, the factors associated with effectiveness, and supporting research. Six factors of school effectiveness are discussed: (1) strong instructional leadership by the principal; (2) clear instructional focus; (3) high expectations and standards; (4) safe and orderly climate; (5) frequent monitoring of student achievement; and (6) active parent involvement. Included is a chapter on the current debate surrounding the effective schools movement. Fifty-four references are included. (SI)

ED 299 714 EC 210 793

Keefe, Charlotte Hendrick; Candler, Ann C.
Developing a Language Program for the Learning Disabled Student with a Language Disorder.
PUB DATE- Apr 88
NOTE- 8p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Diagnosis; Elementary Secondary Education; Environmental Influences; Evaluation Methods; Generalization; Intervention; *Language Acquisition; *Language Handicaps; *Language Skills; *Learning Disabilities; Morphemes; Program Development; Student Evaluation; *Teaching Methods
Determining the language skill deficits of learning-disabled students may be difficult. They have many appropriate language skills, but may miss the subtlety of language. This is exemplified by their lack of awareness of morphemes and the important information that less-stressed morphemes provide. Developing or selecting a program to improve their language skills requires consideration of students' competencies and needs. Structuring the language program involves four steps: (1) observe students' language demands within the social and academic environment, (2) make a list of the demands, (3) observe the students and rate their abilities regarding these competencies, and (4) compare all of the students' language competencies and target common language problems. Development of language skills calls for the use of language in natural situations, opportunities to explore language continuously, and generalization of skills to other settings. (JDD)

ED 299 728 EC 211 007

Werdin, Carol; Mensing, Andy
Team Approach to Assessment and Programming: A Transdisciplinary Model.
PUB DATE- Feb 88
NOTE- 13p.; In: Alternative Futures for Rural Special Education. Proceedings of the Annual ACRES (American Council on Rural Special Education) National Rural Special Education Conference; see EC 211 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Daily Living Skills; *Deaf Blind; Delivery Systems; Elementary Secondary Education; *Interdisciplinary Approach; Intervention; Leisure Time; Program Development; *Rural Education; Self Care Skills; *Severe Disabilities; Student Educational Objectives; *Student Evaluation; *Teamwork; Vocational Education
IDENTIFIERS- *Team Approach to Assessment and Programming
A program, Team Approach to Assessment and Programming (TAPP), to provide services to deaf blind and otherwise severely handicapped students in rural areas, is described. The project was designed to increase the number of severely handicapped students being served in integrated, age-appropriate local settings by expanding the capacity of local service providers to cooperatively assess and develop educational intervention strategies. Project premises (e.g. the importance of continuous student assessment) are identified and distinctions among "multidisciplinary," "interdisciplinary," and "transdisciplinary" are drawn. The program's assessment component involves three levels: diagnostic, educational, and daily performance assessment. TAAP transdisciplinary teams are comprised of service providers from three different levels: the local school district team, the special education coop team, and the regional team. An "arena" approach to assessment provides input from many professionals while minimizing the number of professionals handling the child. Student program objectives are organized by functional domain: community functioning, domestic living (including self-care skills), vocational, and recreation/leisure. Among conclusions of the pilot TAAP implementation was the importance of preassessment preparation and postassessment analysis by team members. (DB)

ED 299 742 EC 211 021

Barkell, Vern
R.I.D.E. (Responding to Individual Differences in Education).
PUB DATE- Feb 88
NOTE- 5p.; In: Alternative Futures for Rural Special Education. Proceedings of the Annual ACRES (American Council on Rural Special Education) National Rural Special Education Conference; see EC 211 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; *Classroom Techniques; Computer Uses in Education; *Disabilities; *Educational Practices; Elementary Secondary Education; *Intervention; Learning Problems; *Referral; Social Behavior; Special Education; Student Behavior; Student Placement; Teaching Methods; Videotape Recordings
IDENTIFIERS- *Behavior Management

Project R.I.D.E. provides support to regular education teachers to help them deal effectively with inappropriate social and academic behaviors and to eliminate false referrals to special education. A classroom teacher survey in the Great Falls (Montana) Public Schools determined the 20 most significant classroom problems. For each problem, five proven teaching tactics were identified from best practices research. These tactics were summarized and entered onto computer disks for easy access by teachers. For tactics difficult to understand from verbal descriptions, videotapes were made modeling the techniques. If the problems persist after application of the tactics, a School Wide Assistance Team can be consulted. The teams capitalize on the wealth of good teaching and management techniques available in a school. The teams are made up of regular education teachers who meet to provide possible solutions for classroom problems referred to them. In the first year of using this process, data indicated that 82% of problem behaviors were successfully resolved by classroom teachers using the proven teaching tactics. Of the remaining problems, 12% were successfully resolved with the aid of the School Wide Assistance Team, and the final 6% (four behaviors) were referred to special education. (JDD)

ED 299 756 EC 211 035

Levine, Sheri G.
Increasing Elementary Classroom Teachers' Awareness of Educating the Emotionally Handicapped Child through Inservice Instruction.
PUB DATE- 9 Jun 88
NOTE- 202p.; Ed.D. Practicum II Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Change; Classroom Observation Techniques; *Classroom Techniques; Consultants; Due Process; Educational Legislation; Elementary Education; *Emotional Disturbances; Etiology; *Individualized Education Programs; *Inservice Teacher Education; *Mainstreaming; Recordkeeping; Resource Teachers; Teacher Role; Teaching Methods
IDENTIFIERS- *Education for All Handicapped Children Act
The practicum report describes inservice training to increase mainstream elementary teachers' (N=15) awareness of the ramifications of having an emotionally handicapped child in the regular classroom through increased knowledge of the Individualized Educational Plan (IEP) and its guidelines and procedures. The inservice program was developed and implemented by the special resource teacher for emotionally handicapped children and covered behavior management approaches and alternative interventions for use with emotionally handicapped children in the mainstream. The multifaceted program involved classroom observations; individual conferences with the teachers, principal, and guidance counselor; as well as monthly individual direct assistance inservice training focusing on such topics as the following: causes of emotional disturbance, behavior patterns of the emotionally handicapped, philosophy and legal basis for mainstreaming, current implications of Public Law 94-142, referral and screening, parent rights, recordkeeping, the IEP, and behavior management. A major portion of the document consists of appendixes including the pre- and post-intervention instruments, the Student Daily Completion Sheet, conference documentation forms, the classroom teacher problem-observation form, behavior management suggestions, and available resources. (DB)

ED 299 772 EC 211 051

Hite, Dean; And Others
Social Studies. Exceptional Child Education Curriculum K-12: Volume II. History-Process and Skills, Geography, Economics, Citizenship, Political Science, Humanities, Anthropology, Sociology, Psychology, World History.
Jefferson County Public Schools, Louisville, Ky.
PUB DATE- 86
NOTE- 539p.; For Volume 1 see EC 211 050.
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anthropology; Behavioral Objectives; Citizenship; *Disabilities; *Economics Education; Elementary Secondary Education; Geography Instruction; History; Humanities Instruction; Political Science; Psychology; Resource Materials; Sequential Learning; *Social Studies; *Sociology; Task Analysis; *Teaching Methods; *World History

Volume II of the Jefferson County (Kentucky) Public Schools exceptional child education curriculum for K-12 social studies covers history process and skills, geography, economics, citizenship, political science, humanities, anthropology, sociology, psychology, and world history. The curriculum guide is organized by content areas, and within each content area, behavioral objectives are listed in sequential order. For each objective, included are task analyses, learning activities, and resource materials. Materials are coded for the appropriate grade level--elementary, middle school, or high school--and teacher materials are also listed. A scope and sequence chart is provided to indicate grade levels in which specific content areas are addressed in the general education program and to assist special education teachers in determining which objectives to cover at specific grade levels. The exceptional child education curriculum provides content and objectives parallel to the general education program, and teachers are encouraged to present instruction to parallel what the exceptional students' general education peers are learning. (JDD)

ED 299 607 CS 506 393

Fillippeli, Susan E.
Fascism and Class Discourse: Hitler's Appeals to the Junkers.
PUB DATE- Nov 88
NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTORS- Discourse Analysis; European History; *Fascism; Foreign Countries; *Government (Administrative Body); Ideology; *Persuasive Discourse; *Political Socialization; *Rhetorical Criticism; Social Class
IDENTIFIERS- German Culture; Germany; Government Citizen Relationship; *Hitler (Adolf); *Prussian; Twentieth Century History
For the generation of Americans who witnessed and perhaps even fought against the Hitler regime, the consequences of his political manipulation had a significant and tangible impact on their lives. For younger generations it is necessary to work to understand how Hitler constructed his appeals to the German people. While a great deal of his persuasiveness came from physical violence against political opposition, the persuasive power of his rhetoric should not be underestimated. To analyze Hitler's class appeals to the German people it is important to demonstrate how he adapted the basic tenets of fascist ideology to the Prussian heritage epitomized in the medieval Holy Roman Empire, the First Reich, and the Second Reich established by Bismarck in 1871. An examination of Hitler's appeals to the Prussian aristocracy known as the Junkers (powerful forces in the Prussian army as well as in civil government) shows that through his rhetoric, Hitler managed to intertwine the tenets of fascist ideology with Prussian ideals in such a way that National Socialism appeared to be the party of the aristocracy rather than the party of the worker. The primary tenets of the fascist ideology can be seen in Hitler's organic conceptualization of the state and the ordering of relations within it. Even today, the greatest danger for the citizen lies in the failure to recognize basic tenets of fascist ideology. (Eighteen references are appended.) (MS)

ED 299 668 EA 020 337

Status of Private Elementary and Secondary Schools, 1985-1986. OERI Bulletin.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-87-340B
PUB DATE- Mar 87
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Catholic Schools; Elementary Secondary Education; Government Publications; *Institutional Characteristics; National Surveys; *Private Schools; School Organization; School Size; *School Statistics; School Surveys; Tables (Data); Teacher Student Ratio; Tuition

Private schools constitute 25 percent of all elementary and secondary schools, while enrollment in private schools is 12 percent of the total elementary and secondary school enrollment. These are some findings from the 1985-86 Private School Study, based on a sample survey conducted by Westat, Inc., under contract to the Center for Education Statistics. The study was a multistage probability sample of private schools across the United States done in conjunction with a survey of library and media centers. The first stage was the sampling of 75 areas, consisting of counties or groups of contiguous counties; the second stage was the selection of schools within the sampled areas; and the third and final stage was the sampling of teachers within the sampled schools. A total of 1,174 school questionnaires were obtained from the 1,387 schools within the scope of the survey, resulting in an overall response rate of 85 percent. Among the data collected in the survey were religious orientation, enrollment size, number of teachers, years of operation, percent minority enrollment, and tuition. These characteristics are described, and differences found among private schools are presented. Six tables are appended. (MLF)

ED 299 448 CE 051 101

Amendments to H.R. 18, the American Conservation Act of 1987. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, One Hundredth Congress, Second Session.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- 18 May 88
NOTE- 52p.; Serial No. 100-71.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; Community Programs; *Conservation (Environment); *Disadvantaged Youth; *Employment Programs; *Federal Programs; Hearings; Job Training; Young Adults; Youth Employment; *Youth Programs
IDENTIFIERS- *American Conservation Act 1987 Amendments; Congress 100th

This report contains oral and written testimony of persons who appeared at a hearing on amendments to H.R. 18, the American Conservation Act of 1987. The act is intended to provide jobs for youth, especially poor, inner-city youth who have dropped out of high school or who lack basic skills, while providing necessary clean-up and development services for the country. The seven witnesses who testified at the hearing included members and directors of city, county, and/or state conservation corps and youth corps. The witnesses testified to the successes of their programs and of the need for more such programs. All were in favor of passage of the Conservation Act Amendments. (KC)

ED 299 461 CE 051 135

McLellan, James L., Ed.; Taylor, William H., Ed.
Canadian Association for the Study of Adult Education Proceedings of the Annual Conference (7th, Calgary, Alberta, Canada, May 1988).
Calgary Univ., Alberta. Faculty of Continuing Education.
PUB DATE- May 88
NOTE- 346p.
LANGUAGE- English; French
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *Adult Education; Adult Educators; *Adult Learning; *Adult Programs; *Adult Students; Andragogy; Computer Assisted Instruction; Continuing Education; Disabilities; Distance Education; Educational Needs; *Educational Research; Females; Higher Education; Independent Study; Lifelong Learning; Nontraditional Education; Nursing Education; Older Adults; Outcomes of Education; Postsecondary Education; Research Methodology; Rural Education; Student Characteristics; Teacher Education
IDENTIFIERS- *Canada

Among the 61 papers in this volume (some in French) are the following: "Problems and Pitfalls in a Naturalistic Inquiry into the Relationship between Environmental Remembrance and Life Satisfaction among the Elderly" (Barrick); "Educating the Adult Educator" (Baskett); "Socio-Psychological Factors in Electronic Networking" (Boshier); "Study of the Impact of Education on Nursing Students' Attitudes toward Cancer and Cancer Patient Care Using a Solomon-Four Group Design" (Boyd, Law); "Team Tutoring" (Brook, Owens); "Self-Directed Learning" (Brundage); "Distance Delivery to Northern Sites by Computer Conference" (Carney, Archer); "Educational Information Brokering and Referral Services in Alberta" (Chapman et al.); "University Program for Adults with Severe Mental Disabilities" (Chapman, Tautchin); "Politics of Evaluation Studies in Adult Education" (Chaytor, Murphy, Chaytor); "Overview of Research into Adult and Continuing Education in Scotland" (Cooke); "Perceptions of Professionalism of the RN to BSN Student Pursuing a Baccalaureate Degree in Nursing" (Critzer, Groeneweg); "Issues in Distance Education from the Faculty Point of View" (Cruikshank, Gillen); "Alberta Profile of Adult Basic Skills" (Deane, Martin); "International Connections in Adult Education" (Draper); "Human Service Worker as an Adult Educator" (Farquharson); "Intergrated Community-Based Human Resource Development in the Republic of the Philippines" (Griffith); "Learning Partnerships in Adult Education" (Hey); "Factors Affecting Information Preferences of Seriously Ill Adults" (Hinds); "Effectiveness of Education and Development of Work" (Kauppi); "Using Focus Group Interviews to Assist Program Planning" (Kops, Percival); "Ensuring 'Guidance and Control'" (Law); "Training Administrators of Adult Education" (Lusthaus); "Lifelong Education" (Mathieson); "Delivering a Baccalaureate Program for Registered Nurses by Distance Education" (McDonnell et al.); "Futures Research" (Milk); "Theoretical Perspectives of Recurrent Education" (Minnis); "Discourse of Dropout in Distance Education" (Munro); "Internationalisation of Distance Education" (Othick); "Experience of Learning through Home Study" (Passmore, Haughey); "Life Satisfaction of the Elderly in a Nursing Home" (Pattison); "Life Situation and Prior Learning of Adult Learners Studying at a Distance" (Peruniak); "Origins of the Community Development Concept" (Pyrch); "Examination of the Field of Adult Education as Conceptualized in Knowles' Theory of Andragogy Utilizing Kuhn's Model" (Radkowksi); "Heroine's Journey" (Rowe); "Historical Study of Advocacy on Behalf of Adult Education in British Columbia" (Selman); "Evaluating a Telewriter System to Enhance Audio-Teleconferencing" (Shale, Garrison); "'Need' in Adult Education" (Sork); and "Educational Equivalents" (Thomas). Twenty-three other papers are also included. (MN)

ED 299 547 CS 009 350

Campbell, Kenneth Claude; And Others
Effects of Trade Book Covers (Hardback or Paperback) on Individualized Reading Choices by Elementary-Age Children.
PUB DATE- 88
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basal Reading; Elementary Education; *Reading Interest *Reading Materials; *Reading Material Selection; Reading Research Visual Stimuli
IDENTIFIERS- Reading Motivation; *Trade Books

The reading interests of children should be considered by teacher in order to increase positive attitudes toward reading, the amount of their reading, and their reading achievement. Since findings show that using trade books to teach reading has strong positive effects upon children's reading achievement, a study examined children's choices of trade books to determine cover preference. The intention of the study is to help educators in making decisions about children's books that will lead to the greatest reading benefits for children. Subjects, 773 children elementary-age children in Montgomery, Alabama, individually selected a book to read from a collection with two copies (hardback and paperback) of 40 books. Results indicated that elementary-age children overwhelmingly choose paperback trade books over hardback trade books for individualized reading. Findings also showed (1) the following groups were even more likely to choose softback books: older children, white children, and male children; (2) softback preferences were greater for white males than for black males for both older and younger children, and for white females than for black females for both older and younger children; (3) children's reasons for selecting books did not significantly differ for hardback or softback editions, or by sex, race, grade level or any combinations; and (4) six titles accounted for over half of the books selected. (Eight tables of data are included, and 20 references are appended.) (MS)

ED 299 563 CS 211 526

Schultz, John
Voice, Image, and Idea: The Use of Non-Verbal Perception in the Development of Extended Discourse.
PUB DATE- Mar 88
NOTE- 20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; *Language; *Nonverbal Communication; Nonverbal Learning; Perception; *Verbal Communication; Verbal Learning; *Writing (Composition); *Writing Processes
IDENTIFIERS- Discourse; Mental Imagery; Synaesthesia

Composition researchers and teachers grant that the relationship of non-verbal thinking and language plays a crucial role in the writing of fiction and poetry, but they are sometimes reluctant to perceive that non-verbal thinking must, necessarily, be crucial, with different emphases, in the thinking/writing processes of rhetoric. Activities and coachings that relate the non-verbal and verbal capacities in classroom/conference practice are needed. Critical to the process of developing successful argumentation and other extended discourse relevant to written composition are the following non-verbal areas: (1) mental imagery; (2) gestural expression; (3) pattern perception of instances of imagery; (4) the abstractive leap; (5) sense of audience; (6) point of view, including attitude and affect about subject and argument; (7) spatializing--the use of the dimension of space to group, discover, and relate instances of perception and patterns of instances; (8) sense of movement and rhythm, sense of story, or organizing movement; (9) sense of form; and (10) synaesthesis--the use of one sense to explore another sense to develop metaphor. When it comes to the discourse of practical and imaginative life, neither non-verbal thinking nor verbal expression can usefully exist without the other. Though the capacities exist potentially separate in the mind, the most natural and frequent way for thinking of any kind to be expressed is through the medium of language. (MS)

ED 299 377 CE 049 429

Cap, Orest; And Others
The Integrated Literacy and Automotive Skills Program for Youth (ILASPY). Final Report.
Manitoba Univ., Winnipeg. Faculty of Education.
SPONS. AGENCY- Canada Employment and Immigration Commission, Ottawa (Ontario).
PUB DATE- Dec 87
NOTE- 155p.
CONTRACT- E41915001
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Auto Mechanics; Developed Nations; Foreign Countries; Fused Curriculum; *Job Training; *Literacy Education; Program Development; Program Implementation; Trade and Industrial Education; *Unemployment; *Work Experience Programs; *Young Adults; Youth Programs
The Integrated Literacy and Automotive Skills Program for Youth (ILASPY) was designed to enable 30 young unemployed adults to make the transition from school to the work world. The project provided a combination of literacy skills, direct work experience, and formal training to prepare young adults to enter the field of automotive repairs. It also developed a model of training which could be used as a guide in establishing similar job training programs. The 10-month program was divided into 3 phases: 4 weeks of core modular classroom training, 34 weeks of on-the-job training and classroom instruction, and 3 weeks of intensive classroom review. Youth who desired to participate were required to make application in person, fill out application forms, and schedule an interview. The project itself was developed, field tested, and then conducted at the Faculty of Education, University of Manitoba, with participating automotive establishments in Winnipeg. Of the 39 trainees (30 original and 9 replacement trainees), 22 trainees completed the program. Most participants not only became employed but also demonstrated growth in such areas as reading ability. (Appendixes, amounting to approximately one-half of the report, consist of sample materials used in the project, including tests, forms, curriculum outline and objectives, correspondence, and certificates. Twenty-five references are provided.) (YLB)

ED 299 392 CE 050 942

Howlett, C. F.
Labor in the Economy. Lesson Plans.
SPONS. AGENCY- New York State AFL-CIO, Albany.
PUB DATE- 88
NOTE- 22p.; Prepared at Amityville High School. A winner in the New York State AFL-CIO Lesson Plan Competition.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; *Economics; Economics Education; *Employer Employee Relationship; *Labor; Labor Economics; *Labor Relations; Learning Activities; Lesson Plans; Productivity; Secondary Education; Teacher Developed Materials; *Unions; *Wages

This curriculum/lesson plan outline for the labor section of an economics program consists of three units. The objective stated for this labor section is to understand the role of labor and wages in the economy. Unit 1 on labor as one of the four factors of production covers the role of labor, wages and their determination, the effects of outside forces such as unions and government, and productivity. Unit 2 focuses on organized labor in the United States. Lessons address reasons for organizing, difficulties in early attempts to organize labor, the organization of national labor unions and the development of collective bargaining, the historical role of government in resisting and/or protecting the activities of organized labor, recent developments in organized labor, and labor history. Unit 3 on labor-management relations covers the goals of management and its methods and the goals of labor and its methods. Each lesson consists of information on content and resource suggestions for teacher use as well as a list of student activities. A list of 36 suggested readings is provided. Multimedia kits, records, and periodicals and newspapers are also listed. Appendixes include some suggested materials for use in the lessons. (YLB)

ED 299 407 CE 051 019

Moving California Correctional Education into the Future: Directions and Strategies. Transfer of Knowledge Workshop (Sacramento, California, April 6-8, 1987).
California State Dept. of the Youth Authority, Sacramento.; California State Office of Criminal Justice Planning, Sacramento.
PUB DATE- 87
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Standards; Agency Cooperation; *Change Strategies; *Correctional Education; Curriculum Development; *Educational Change; Educational Needs; Educational Philosophy; *Futures (of Society); Information Networks; Marketing; Program Evaluation; *Program Improvement; *Statewide Planning
IDENTIFIERS- *California

This publication is the product of a two and one-half day workshop that was held to develop directions and strategies for meeting the future needs of California correctional education. The first part of the document contains the opening session address by California Assemblyman John Vasconcellos and two presentations--"The Doomed and the Damned: A Look at Future Trends" (Manual Perry) and "Education Reform and Effective Schools" (Shirley Thornton). The second part consists of summaries of the six group discussions that took place during the workshop. The following topics are covered in these summaries: the philosophy of correctional education (the purpose of developing a philosophy and recommendations and directions); standards (their purpose, guidelines for developing them, and recommendations and directions); curriculum (commonalties and differences; major issues; and directions for improving instruction in basic skills, vocational/industrial education, and the affective dimension); evaluation (purpose, process, recommendations and directions); networking (purpose, process, recommendations); and marketing (main emphasis, techniques, recommendations). Appendixes include the workshop agenda and lists of planning committee members, presenters, participants and support staff. (MN)

ED 299 421 CE 051 048

Muro, Gertrude
Prueba de Aptitud para el Aprendizaje de Lenguas Extranjeras (PAPALE) Language Aptitude Test (LAT) (First and Second Versions). English for Special Purposes. Emergency Care Attendant.
El Paso Community Coll., Tex.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 88
NOTE- 35p.; For related manuals in a set of five, see CE 051 044-047.
AVAILABLE FROM- El Paso Community College, Communications Division, P.O. Box 20500, El Paso, TX 79998 (set of five--$60.00).
LANGUAGE- English; Spanish
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Allied Health Occupations Education; Aptitude Tests; *Emergency Medical Technicians; *Language Aptitude; *Limited English Speaking; Postsecondary Education; *Second Language Instruction; Second Language Learning; *Spanish Speaking; Test Construction; Tests; *Vocational English (Second Language)
This book contains two versions of the Language Aptitude Test. It is part of a package of materials developed for use in an English for Special Purposes project, which offers classes in reading, grammar, and emergency care attendant training for limited English proficient students. Introductory material describes the parts of two versions and describes the development of the tests. The first version of the test consists of 119 items: orthographic clues (50 items), words in sentences (45 items), and word association (24 items). The orthographic clues section is intended to prove the student's ability to recognize misspelled words. The words in sentences part intends to measure the student's ability to recognize the function of different parts of speech. In the final part of the test, the student is required to learn German words. The second version of the test is reduced to 50 items: part 1 consists of 16 items, part 2 of 16, and part 3 of 18. Both versions of the test are in Spanish. (YLB)

ED 299 435 CE 051 069

Walter, Jim
Marshall A. Hudson: Pioneer Adult Religious Educator.
PUB DATE- 3 Mar 88
NOTE- 30p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Tulsa, OK, Novembe 1988). Some appendixes have partially illegible pages; photographs will not reproduce well.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Historical Materials (060)
DESCRIPTORS- *Adult Education; Biblical Literature; Church Programs; *Educational History; Educational Practices; Religion; *Religious Education
IDENTIFIERS- *Hudson (Marshall A)
In 1890, Marshall Hudson, a Syracuse (New York) crockery merchant, began a men's Bible class, called Baraca. The aim of the class was to make happy or bless every man who came into the circle, and the class tried to have an engagement with its members every night of the week. Men and women were encouraged to study in separate classes with separate rooms. The "secret service," a major ingredient in Hudson's classes, was a plan for the young men and women to pray at noon every day for the salvation of unconverted members. Hudson formed the Philathea Bible Class movement three years after beginning the Baraca class. Early classes were formed around a strong organization, an enthusiastic social life, and a spiritual focus. Very few historians recognized the existence of the adult class movement during the first part of this century. Though some credit is given to Hudson, it is only given because he began the movement. Apparently, the adult class movement flourished for 30 years (1890-1920) and then was absorbed into the various denominations. Its existence as an independent movement waned after that. Even now, however, many older churches, particularly on the Eastern seaboard, have a Baraca or Philathea Sunday School Class. The World-Wide Baraca Philathea Union still exists. (Appendixes include a tribute to Hudson written by Henrietta Heran, letters, and newspaper clippings.) (YLB)

ED 299 503 CG 021 149

Johns, Jennifer S.
Substance Abuse Prevention Program. Evaluation Report 1986-87.
Albuquerque Public Schools, NM. Planning, Research and Accountability.
PUB DATE- Jun 87
NOTE- 27p.; Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Board of Education Policy; *Drug Education; Elementary Secondary Education; *Intervention; *Prevention; Program Implementation; Public Schools; *School Activities; *Substance Abuse
IDENTIFIERS- New Mexico (Albuquerque)
In May 1986, the Albuquerque, New Mexico Public Schools adopted a policy to address concerns about student substance abuse. All schools developed objectives and activities to address substance abuse prevention and intervention, and an interdisciplinary team was formed to monitor and facilitate the schools' efforts in implementing the policy. To evaluate the schools' efforts, the prevention and intervention programs at one elementary, one middle, and one high school were evaluated. This report presents an evaluation of the three schools. It includes an administrative summary; a description of the district-wide substance abuse prevention program; an explanation of the evaluation design; and descriptions of the elementary, middle, and high school programs. Descriptions of the individual programs at the three schools contain sections on changes in student knowledge and attitudes; staff opinions of the prevention program; and at the middle and high school levels, student opinions of the program. The summary and conclusion note that: (1) all three schools were in compliance with most of the administrative procedures for implementation of the district's substance abuse policy; (2) the focus of the programs progressed from prevention in the lower grades to intervention in the upper grades; and (3) the elementary school program emphasized prevention through classroom education while the middle and high schools organized active prevention and intervention programs. (NB)

ED 299 518 CG 021 164

Temple, Lori L.; Colletto, Kim
The Division of Labor in the Home: Who Is Doing the Work?
PUB DATE- Apr 88

NOTE- 14p.; Paper presented at the Annual Meeting of the Western Psychological Association (68th, Burlngame, CA, April 28-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitudes; Differences; *Employed Women; *Sex Role; *Sex Stereotypes; *Spouses
IDENTIFIERS- *Housework; *Unmarried Persons

Recent predictions suggest that because of the increase in the number of women acquiring gainful employment, work in the home should be divided in more egalitarian ways. Recent research, however, has shown that traditional male tasks were more likely to be shared than were traditional female tasks. This study investigated further the "superwoman" syndrome by looking at who is doing the work in the home, as well as the trend toward traditionalism. Also, the division of labor in the homes of married persons was compared to that of unmarried persons. Subjects (N=266) were asked to specify who in the household performed 24 specific chores. Unmarried subjects were asked to predict how they would expect the chores would be divided. Results from the married subjects showed that traditional male tasks were more likely to be shared than were traditional female tasks. Data from the singles showed that males expected to share some of the traditional female tasks, whereas females expected the division of labor to fall along traditional lines. Previous predictions about the trend towards egalitarian divisions of labor were not confirmed. Instead, women seemed to be experiencing the "superwoman syndrome," having it all by doing it all. (The survey instrument is appended.) (Author/ABL)

ED 299 532 CG 021 178

Costar, James W.
Focus on Improving Your Middle School Guidance Program.
Michigan Association of Middle School Educators, East Lansing.
REPORT NO.- ISBN-0-918449-11-1
PUB DATE- 88
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Intermediate Grades; Junior High Schools; *Middle Schools; *Objectives; Program Administration; Program Development; Program Implementation; *Program Improvement; Relevance (Education); *School Counseling; *School Guidance; *Student Development
This guide to improving middle school guidance programs is based o two premises: (1) that the primary goal of the guidance program is to help students find meaning in their lives, and by this means, find relevancy in what schools have to offer them; and (2) that this sense of relevancy is accompanied by higher motivation to learn, and as a consequence, greater achievement. Discrepancies that exist between what educators believe about good developmental guidance programs and what is typical in secondary schools are discussed, and widely accepted concepts about administration of effective guidance programs are described. Seven operational objectives of guidance programs are listed, and the services (pupil-inventory, information, counseling, placement, follow-up needs assessment) needed to reach these objectives are described. Components of designing an effective guidance program are presented, including revitalizing the guidance program, assessing pupil needs, agreeing on goals and priorities, program needs assessment, and implementing the program. The roles of the principal and middle school counselor are described. Models for middle school guidance programs, including the teacher-advisor approach are presented. The role of the classroom teacher in the guidance program is described. The teacher-advisor guidance program, which is intended to provide greater emphasis upon the guidance function of the school through a well-defined structure for group guidance activities which can be specifically defined, assigned, and evaluated, is discussed in some detail. Preparation of teachers for guidance work is described. Selected references are listed. (ABL)

ED 299 578 CS 211 547

English Language Arts Syllabus K-12. A Publication for Curriculum Developers.
New York State Education Dept., Albany.
PUB DATE- 88
NOTE- 101p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *English Curriculum; English Instruction; *Language Arts; Listening Skills; Literature Appreciation; Program Development; Reading Instruction; Reading Skills; Speech Skills; State Curriculum Guides; Writing (Composition); Writing Instruction; Writing Processes
IDENTIFIERS- New York State Education Department

Prepared to assist administrators and other developers of curriculum at district and building levels, this syllabus outlines general criteria for an effective integrated curriculum in English language arts, suggests the instructional objectives that need to be addressed, and provides direction for the evaluation of student progress and program effectiveness. The syllabus is in eight sections: (1) Introduction; (2) Program Planning at the Local Level; (3) Characteristics of an Effective English Language Arts Curriculum K-12; (4) Strands in the Communication Process; (5) Providing a Strong Foundation for Literacy; (6) Listening and Speaking in the Language Arts Curriculum; (7) Composition in the English Language Arts Curriculum; and (8) Reading and Literature in the English Language Arts Curriculum. Each of the last three sections directs attention to the purposes, objectives, and focus skills of that particular aspect of communication, all of which support the development of interactive, interdependent, and mutually reinforcing processes that are necessary to understand and express meaning. An 57-item bibliography and six appendixes containing guidelines for keyboarding instruction, information regarding students with handicapping conditions, and other materials conclude the syllabus. (SR)

ED 299 594 CS 506 317

Voss, James F.
Reasoning by Argumentation. Social Studies Learning Milestone 4.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Abstract Reasoning; College Students; *Critical Thinking; Elementary Secondary Education; Higher Education; *Persuasive Discourse; Psychological Studies; Social Studies; *Teaching Methods
IDENTIFIERS- Justification (Psychology); Students as Subjects
This paper is concerned with the importance of argumentation in the classroom, especially in relation to the social sciences. Issues of argument and argument evaluation are considered. The paper analyzes the nature of such reasoning and indicates its importance in subject matter learning. Three situations are described in the paper in which argument-based reasoning is central in support of conclusions and also in the testing of explanations and the weighing of alternatives in decision tasks. Two experiments, designed to determine whether an individual's agreement or disagreement with a particular assertion is related to the reasons the individual is able to generate for and against the particular proposition, are described and explained in the paper's longest section. Following this, justification of an explanation, another way in which argumentation is found in the classroom, is also more briefly assessed. The paper concludes that utilization of a person's knowledge in the context of argumentation constitutes a reasonable instructional objective. (Twenty-six references are appended.) (MS)

ED 299 642 CS 506 432

Toth, Elizabeth Lance; Trujillo, Nick
Post Survey Use with a Public Information Campaign.
PUB DATE- Nov 87
NOTE- 31p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Reports - Research/Technical (143)
DESCRIPTORS- Community Attitudes; Local Issues; Local Legislation; *Public Health Legislation; *Public Opinion; Public Relations; *Smoking
IDENTIFIERS- Ordinances; *Public Information Campaigns; Telephone Surveys; *Texas (Dallas)
To investigate the cognitive, affective, and behavioral responses to a public information campaign concerning a city-wide smoking ordinance, a study conducted a telephone survey of 4500 randomly selected Dallas, Texas residents (netting 374 usable surveys) during a two-week period in November, 1986. The smoking ordinance required Dallas restaurants with 50 or more tables to set aside an unspecified number of tables for nonsmokers. Also, smoking was prohibited in restaurant restrooms and cashier areas, elevators, theaters, and specified hospital rooms. The telephone survey contained 38 questions measuring citizen awareness, knowledge, attitudes, and opinions about the smoking ordinance. Results revealed that city residents reported a fairly high level of awareness about the smoking ordinance, although the majority of respondents performed poorly on an eight-item true-false test covering various aspects of the ordinance. Respondents generally supported the ordinance as a whole, but were indifferent or opposed to the "enforcement" aspects of the ordinance. Also, respondents were not supportive of the current enforcement aspects of the ordinance, and did not support enforcement by police or city officials who issue tickets. (Four tables of data are appended.) (MM

ED 299 684 EA 020 418

Fraatz, Jo Michelle Beld
Managed Equality: Educational Administrators, Efficiency, and the Politics of Reading Instruction.
PUB DATE- Apr 88

NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Principles; *Educational Administration; Educational Change; Educational Philosophy; *Efficiency; Elementary Secondary Education; *Equal Education; Organizational Effectiveness; *Politics of Education; School Effectiveness
While educational researchers in recent years have sought new approaches to educational administration, educational administrators have continued to rely on ideals of efficiency, because efficiency provides a set of tools that they can wield in the internal politics of public education. This paper contends that the politics of efficiency in school administration maintains school structures and processes that limit the educational opportunities of disadvantaged students, not because administrators lack good intentions, but because they lack other resources for the effective exercise of influence. The first section of the paper provides rigorous definitions of key terms in the discussion: "efficiency," "politics," "ambiguity," "autonomy," and "vulnerability." These perspectives on school politics were developed from an extensive qualitative analysis of school reading programs, from which generalizable conclusions were drawn about administrative practices associated with the notion of efficiency: articulating goals, providing organization and coordination, acquiring information, and evaluating performance. In attending to these four dimensions of efficiency, administrators treated organizational maintenance as the equivalent of educational effectiveness, and the need to maintain existing organizational arrangements thus takes precedence over the need to address educational problems these arrangements seem incapable of solving. Organizational maintenance and subordinate support keep equality issues off the administrator's educational agenda. References and endnotes are included. (TE)

ED 299 699 EA 020 440

Young, M. Jean; Riegeluth, Charles M.

Improving the Textbook Selection Process, Fastback 275.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-275-5
PUB DATE- 88
NOTE- 42p.; Sponsored by the Lewis University/Will County (Illinois) Chapter of Phi Delta Kappa.
AVAILABLE FROM- Publications, Phi Delta Kappa, Eighth and Union, P.O. Box 789, Bloomington, IN 47402 ($.90; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; Instructional Design; *Textbook Content; *Textbook Evaluation; Textbook Preparation; Textbook Publication; Textbook Research; Textbooks; *Textbook Selection; *Textbook Standards

This booklet addresses the question of what is wrong with textbooks and then shows how textbooks can be improved through the selection process. A conceptual scheme is proposed as the basis of the selection process. Specific attributes and features to look for when selecting textbooks, based on this conceptual scheme, are discussed. Five categories of selection criteria are discussed: (1) needs analysis; (2) subject-matter content; (3) social content; (4) readability; and (5) instructional design. A 35-item bibliography is included. (SI)

ED 299 715 EC 210 794

Gipps, Caroline; And Others
Warnock's Eighteen Per Cent Children with Special Needs in Primary Schools.
SPONS. AGENCY- London Univ. (England). Inst. of Education.
REPORT NO.- ISBN-1-85000-140-5
PUB DATE- 87
NOTE- 143p.; The study was funded by the Economic and Social Research Council. For related document, see EC 210 795.
AVAILABLE FROM- Falmer Press, Taylor and Francis, Inc., 242 Cherry St., Philadelphia, PA 19106-1906 ($15.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Educational Finance; Educational Legislation; *Educational Practices; Elementary Education; Foreign Countries; *Handicap Identification; *Learning Disabilities; Participative Decision Making; Remedial Instruction; Resource Room Programs; School Districts; School Policy; *Screening Tests; *Special Education; Teacher Administrator Relationship
IDENTIFIERS- *England; *Wales; Warnock Report

This research project analyzed British screening and special educational provisions for the estimated 18 percent of the primary school population who have mild learning difficulties in the basic skills. The study sought to examine policy and practice at every level from the local education authority (LEA) to the child. Data sources included questionnaires from 90 LEA's in England and Wales; interviews with LEA staff in 10 local authorities; and case studies of six LEAs, which involved staff interviews and visits to five schools in each LEA. The issues of interest were: the usefulness of screening programs, the impact of changes in support services on teachers and children, the impact of cuts in educational expenditure and legislation on central and school-based provision, and withdrawal teaching versus other models of support. The study concluded that there is no one best approach for supporting children with special needs in primary school. There are a number of options which LEAs can take to improve support, and the choice depends on the LEA size, resources available, and previous arrangements. Teachers can make any system work well or badly. Cooperative partnerships between teachers and LEAs result in the best support for children. (JDD)

ED 299 743 EC 211 022

Mills, Paulette E.; And Others
Response to P.L. 99-457, Titles I and II: Issues Concerning Families Residing in Rural and Remote Areas of the United States.
PUB DATE- Feb 88
NOTE- 8p.; In: Alternative Futures for Rural Special Education. Proceedings of the Annual ACRES (American Council on Rural Special Education) National Rural Special Education Conference; see EC 211 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Compliance (Legal); Delivery Systems; *Disabilities; *Educational Planning; Family Programs; *Federal Legislation; Federal Regulation; Financial Support; Models; Parent Participation; *Planning Commissions; Preschool Education; Public Policy; *Rural Education; Special Education; *State Programs; Student Needs; Teacher Education; Training; Transitional Programs
IDENTIFIERS- Education of the Handicapped Act Amendments 1986; Interagency Coordinating Council
This paper highlights specific issues surrounding implementation of Titles I and II of Public Law 99-457, and illuminates how federal rules and regulations and the states' positions on the law should reflect the needs of rural and remote communities. The issues include: legislative planning and appropriations to meet the needs of rural handicapped youth, representation of both rural and urban communities on state interagency coordinating councils, parent involvement in the development of state plans and on the interagency coordinating councils, focus on family service models rather than downward extensions of elementary school models, consideration of a number of service delivery models to meet the needs of widely diverse areas, an efficient service transition process, and consideration of the training needs of personnel serving preschoolers with handicaps. (JDD)

ED 299 757 EC 211 036

Transition: The Transition of Youth with Disabilities to Adult Life. A Position Statement of the Division on Career Development.
Council for Exceptional Children, Reston, VA. Div. on Career Development.
PUB DATE- 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Programs; *Disabilities; Educational Legislation; *Education Work Relationship; Elementary Secondary Education; *Federal Legislation; Guidance Programs; Parent Role; Postsecondary Education; Special Education; Transitional Programs; Vocational Rehabilitation
IDENTIFIERS- Council for Exceptional Children

The document presents a position statement of the Division on Career Development of the Council for Exceptional Children concerning the transition of youth with disabilities to adult life. Stages of career development from awareness through exploration, preparation, assimilation, and continuing education are explained. The crucial element in transition is seen to be whether individuals are contributing to their own benefit, and in part, to that of the larger society. Productive work is defined and recent legislation, especially Amendments of the Education of All Handicapped Children Act, P.L. 98-199 covering independent living, vocational training, postsecondary education, and competitive employment is explained. The position statement of the Office of Special Education and Rehabilitative Services concerning transition is summarized. New roles for traditional service providers including special education, guidance, community based organizations, and parents are specified. A bibliography of approximately 90 items and 16 addresses of additional resources are also included. (DB)

ED 299 773 EC 211 052

Heuser, Debbie; And Others
Personal/Social Behavior. Exceptional Child Education Curriculum K-12.
Jefferson County Public Schools, Louisville, Ky.
PUB DATE- 85
NOTE- 94p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Attention Control; Behavioral Objectives; Behavior Development; *Disabilities; Elementary Secondary Education; Evaluative Thinking; Interpersonal Competence; *Interpersonal Relationship; Leadership; Resource Materials; *Self Concept; Self Control; Social Adjustment; *Social Behavior; *Social Development; Task Analysis; *Teaching Methods
This curriculum guide aims to facilitate teaching and learning in the area of personal/social behavior for exceptional children in grades K-12. The scope and sequence of the guide are intended to reflect the course of normal social development beginning with a focus upon the self, through the metamorphosis of the self into a social being. A major goal of the guide is to help teachers in assisting exceptional students to become socially competent, and thereby to develop the prerequisite personal and social skills necessary for successful adult/vocational adjustment. Content areas include: self-awareness, interpersonal relationships, self-concept, impulse control, manners, reasoning and judgment, task attention and completion, and leadership. The guide is organized by content area, and within each content area are listed behavioral objectives, task analyses, learning activities, and resource materials. Materials are coded for the appropriate grade level--elementary, middle school, or high school--and teacher materials are also listed. A list of assessment tools, books, films, filmstrips, games, kits, pictures and cards, puzzles, workbooks, worksheets, and other resources is included. The guide also presents the Jefferson County (Kentucky) public schools' philosophy, the board of education goals, and the exceptional child education philosophy and goals. (JDD)

ED 299 475 CG 021 120

Sherman, Joel D.
Dropping Out of School. Executive Summary.
Pelavin Associates, Inc., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Dec 87
NOTE- 20p.; For related documents, see CG 021 121-124.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Characteristics; *Dropout Prevention; *Dropout Programs; *Dropout Research; Elementary Secondary Education; *Program Design; *Program Effectiveness

This document presents the executive summary of a research project undertaken to provide a national overview of the dimensions of the dropout problem, focusing specifically on gender differences; and to identify strategies that are being used to address the dropout problem, assess effectiveness of these strategies, and suggest ways that these strategies could be implemented elsewhere. It describes a research review and site visits to nine dropout programs. Findings are reported in two sections. The first section examines data on dropouts and presents major findings about differences in the dropout problem between males and females in the areas of the magnitude of the dropout problem, characteristics of school dropouts and returners, reasons students drop out of school, and consequences of dropping out of school. Findings related to promising education strategies are presented in the second section. General observations are discussed and guidelines are recommended for program designers to use in structuring dropout prevention efforts, including: (1) direct dropout prevention efforts at younger students who are potential dropouts; (2) establish linkages between different levels of schooling to facilitate student transition; (3) keep dropout prevention programs small in size; (4) focus programs initially on basic skills; (5) provide students with concerned adults; (6) provide students with regular feedback about progress; and (7) link job training to long-term employment. Recommendations for federal policy are made. (NB)

ED 299 489 CG 021 134

Schaeuble, John L.
Dimensions of Body Esteem in Female and Male College Students.
PUB DATE- 29 Apr 88
NOTE- 14p.; Paper presented at the Annual Meeting of the Western Psychological Association (68th, Burlingame, CA, April 28-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Body Image; *College Students; Higher Education; *Physical Attractiveness; *Self Esteem; *Sex Differences; *Test Validity
IDENTIFIERS- Body Awareness; Body Esteem Scale
Franzoi and Shields (1984) described the development of a 35-item scale for measuring body esteem and discussed the factor structure, reliability, and validity of that scale. They reported finding three dimensions of body esteem for young men and women in the scale they developed, although the factors differed between the sexes and were more correlated for men. The purpose of this study was to investigate further the factor structure of the Body Esteem Scale and the degree of differentiation in body esteem implied by the correlations among those factors. Subjects were 110 female and 65 male undergraduate psychology students. Subjects completed a 5-point rating scale to describe their feelings about themselves for each of the 35 items on the Body Esteem Scale. Several items on the Body Esteem Scale appeared doubtful in this study. Body scent had small item-total correlations for both men and women, suggesting that it is not very strongly related to the body esteem concept, and small factor pattern and factor structure coefficients for both men and women, suggesting that it is also not very strongly related to any body esteem subscale. Ratings of the ears and nose also had small item-total correlations, factor pattern coefficients, and factor structure coefficients for men, suggesting similar conclusions about those items for men only. The factor structure for women in this study was similar to that reported by Franzoi and Shields, with ratings of the chin and face having relatively smaller factor loadings on the sexual attractiveness factor compared to the earlier study. The ratings for men differed in several respects from the earlier study, with ratings of health and muscular strength having larger factor loadings than earlier.

Results suggested dimensions of body esteem are at least as differentiated for men as they are for women. (Six tables are attached.) (ABL)

ED 299 608 CS 506 394

Littlefield, Robert S.
University Administrators and Forensics: What Do the Officials Think about the Activity?
PUB DATE- Nov 88
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Debate; Higher Education; *Program Attitudes; Speech Communication
IDENTIFIERS- Debate Tournaments
To identify and interpret some of the attitudes toward and levels of support for competitive forensic activities on college campuses, a study surveyed the chief administrative officer at every institution identified in the Speech Communication Association's 1988 Directory (339 of the 1,100 surveys mailed were completed). Questions concerned past and current funding of debate and individual events teams, perceived barriers to and benefits of forensic programs, and personal assessments over the value of forensics. Analysis suggested that the number of debate and individual events programs has declined. Although the majority of administrators indicated that having forensic teams was important, data were not conclusive as to whether these personal feelings of value translated into faculty positions or funding. A large "no response" rate for questions requesting information about faculty positions and budget sources and levels restricted the analysis of this area. (Eight tables of data are included.) (MM)

ED 299 627 CS 506 417

Crawford, Lyall
The Stillpoint: Taoist Quietism, Human Relationships, and Living Peacefully.
PUB DATE- Nov 88
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Human Relations; Interpersonal Communication; *Interpersonal Relationship; Life Satisfaction; Peace; Philosophy; Self Actualization; *Taoism
IDENTIFIERS- Classics (Literature); Oriental Literature; *Peace Education; Philosophical Influences; *Tao Te Ching
As individuals and social beings, at whatever the level and complexity of organization, a gentle spirit and manner weaken aggressiveness and mean-mindedness. The idea that peaceful persons make for a peaceful world can be explored by considering philosophical Taoism. An examination of the first nine chapters of D. C. Lau's translation of "Lao Tzu" or "Tao Te Ching," the acknowledged classic of philosophical Taoism, illustrates the usefulness of "Lao Tzu" in contemplating a gentle and compassionate life in the midst of personal and global conflict. In essence, the counsel given is that if peaceful persons are to make for a peaceful world they should be authentic, gentle, and unassuming in their relationships with each other. In addition, they must realize that too many distinctions according to wealth, power, or intelligence divide society and make unnecessary conflict inevitable. The conscious decision to live a simple life and thus preserve the whole and interdependence of human existence, and the recognition that the human being is embedded in Nature, take one to the personal experience of the perennial philosophy--"That art thou." At this point, the stillpoint where Taoist quietism can settle the human heart, the perverse nature of war and internecine struggle is seen for what it is. (MM)

ED 299 656 CS 506 453

Lau, David
The Responsibility for Meaningful Presentational Interaction.
PUB DATE- 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audience Response; Higher Education; Instructional Innovation; Persuasive Discourse; *Public Speaking; Student Projects; *Student Responsibility; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Meaningful Instruction
Teachers of public speaking need to provide the educational leadership necessary for students to become responsible for their presentational interaction. Several instructional practices can help students re-position themselves in what they do with their presentational interaction to make it meaningful. For example, teachers can respond to student presentations in "meaning oriented" ways. Since how students respond to each other's presentations is crucial, it is also necessary to work with peer responses which encourage meaningful responses. Teachers should involve students in determining what purposes are worth pursuing in presentational interaction. When teachers make taking responsibility for meaningful interaction central in public speaking, they create a vision which contrasts with that of traditional instruction. This contrasting view does not provide easy-to-follow formulas for teaching or student evaluation. Although students may feel more anxious when asked to become accountable for their interaction, they can discover how they might count with others, which provides them with a reason for investing themselves in presentational interaction. (Four class handouts and 20 references are appended.) (MM)

ED 299 669 EA 020 344

Kennedy, Edward M.
Let's Make a "Smart Start" on Our Future!
National School Boards Association, Alexandria, VA.
PUB DATE- Sep 88
NOTE- 6p.
AVAILABLE FROM- National School Boards Association, 1680 Duke St., Alexandria, VA 22314 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cost Effectiveness; *Day Care Centers; *Disadvantaged Youth; *Early Childhood Education; Economically Disadvantaged; Educationally Disadvantaged; Elementary Education; Equal Education; *Federal Legislation; Government School Relationship; Low Income Groups; Poverty Programs; *Preschool Education; Primary Education; Program Descriptions
IDENTIFIERS- *Smart Start

A new bill has been introduced in Congress by Senator Edward Kennedy (D-MA) and Representative Dale Kildee (D-MI) that would make full-day early childhood education widely available to preschool students. The bill, labeled "Smart Start" (S. 2270) is intended to help economically disadvantaged preschool students, whose numbers have increased drastically over the last 8 years. A longitudinal study of the Perry Preschool Project in Michigan is cited as an example, among others, of the quantifiable long-term benefits of preschool programs for the later educational success of disadvantaged students. Early intervention has high potential as a cost-effective method for combatting high school dropout rates, and therefore decreasing associated problems such as youth unemployment, drugs, and crime. It also saves lower-income parents the burdensome expense of day care. A key feature of the "Smart Start" proposal is cooperation at the local level, since any organization capable of providing decent full-time care could deliver the services. A sidebar describes provisions in the bill for personnel, funding, eligibility, and parental involvement, along with potential opposition and program goals. (TE)

ED 299 729 EC 211 008

Egan, M. Winston
Two-Way Interactive Television Instruction: Comparative Studies of Instructional Effectiveness in Three Rural/Remote Special Education Courses.
PUB DATE- Feb 88
NOTE- 20p.; In: Alternative Futures for Rural Special Education. Proceedings of the Annual ACRES (American Council on Rural Special Education) National Rural Special Education Conference; see EC 211 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Evaluation; *Disabilities; *Distance Education; *Educational Television; Higher Education; *Instructional Effectiveness; *Rural Education; *Teacher Education; *Telecourses
IDENTIFIERS- University of Utah
The study examined the effectiveness of three two-way interactive television courses offered by the University of Utah in providing special education teacher instruction. The courses utilized technology which allowed course instructors as well as distance learners to hear and see each other during instruction. The three courses were offered sequentially and each previously offered course served as a control for the course that followed. Evaluation by students indicated that "provision of feedback relating to student progress" improved from the first to second and third courses. Only the third course, which included trained site facilitators/instructors and a well designed student manual, was rated as significantly better than a conventional course. Gains were also made over time in student perceptions of "organization of the course" and "helpfulness" of the visual material. (DB)

ED 299 449 CE 051 102

Oversight Hearing on Drug Testing in the Work Force. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, One Hundredth Congress, Second Session.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- 21 Apr 88
NOTE- 86p.; Serial No. 100-70.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adults; Dismissal (Personnel); *Drug Abuse; Employee Attitudes; *Employer Attitudes; *Employer Employee Relationship; *Employment Practices; Hearings; Job Applicants; Personnel Policy
IDENTIFIERS- Congress 100th; *Drug Use Testing

This document reports the oral and written testimony of five witnesses who addressed the accuracy, uses, abuses, and possible benefits of drug testing in the workplace at a Congressional hearing. The hearing was conducted to discuss H.R. 691, the Employee Drug Testing Protection Act, which would prohibit drug testing in the workplace except in specific incidents. During the hearing, testimony was given by two doctors, a United States Representative, a representative of the General Accounting Office, and a victim of a false-positive drug test who was unjustly fired. Testimony centered on the various tests available and the costs of each type, the accuracy of various types, and the use of the tests by employers and potential employers. Testimony in favor of drug testing focused on the increasing use of drugs and the potential benefit to society of eliminating drug abusers from the workplace, especially when they work in safety-related occupations. Testimony against drug testing (and in favor of the bill) stressed the possible injustices of false-positive tests, individual rights, costs, and possible abuses of any regulations put on employers. (KC)

ED 299 548 CS 009 351

Goldman, Janet M.
The Use of Computers versus Basal Readers for Reading Comprehension in the Primary Grades.
PUB DATE- 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; *Computer Assisted Instruction; Grade 2 Primary Education; *Reading Comprehension; Reading Improvement; Reading Instruction

A 10-week study examined whether the use of computers could be more effective than basal readers for improving reading comprehension at the primary level. Subjects, 12 students from the second grade, were divided into two groups, 6 in the experimental group using computers only and 6 in the control group using basal readers only.

Both groups used the H.B.J. Basal Reading Program's workbook. The students were given pre-and posttests using the Gates-McGinitie Reading Test, vocabulary and comprehension sub-tests, H.B.J. Reading Program's unit tests, and five selections on the computer using materials developed by Janet Goldman and released by Hartley Courseware. Results suggested that the use of computer-assisted instruction may be more effective than basal readers for improving reading comprehension at the primary level. (Four data charts are included.) (RAE)

ED 299 564 CS 211 527

Lacy, Stephen; And Others
The Relationships among Economic, Newsroom and Content Variables: A Path Model.
PUB DATE- Jul 88
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; *Economic Factors; *Local Issues; Mass Media Role; Media Research; *Newspapers; Path Analysis; Staff Utilization
IDENTIFIERS- *Local News; *News Stories
Efforts to discover what variables affect news media content have taken many approaches during the past 35 years. These approaches have emphasized psychological factors, sociological factors, cultural and social forces, and economic factors. Evidence exists that all these forces play a role in determining what becomes news. To examine how these factors interrelate to affect content, a study presented a model that describes how economic and newsroom-related variables can affect newspaper content. Data, 620 local stories involving government, public school education, business, and law enforcement, were obtained for a 1-week time period from 21 large circulation and prestige newspapers. Thirty-nine variables were coded in the content analysis of each story, and several factors were developed to assure consistent and accurate measurement. Results showed a connection between the economic environment, newsroom variables, and variation in the content of these local news stories. Findings suggest that (1) group ownership had a relatively strong effect on staff size and, therefore, an impact on content; (2) as intensity of competition increased, the staff size for a given amount of news copy increased; (3) a positive relationship exists between intercity competition and fairness; and (4) the influence of the average reporter story load on content, while in the direction expected, was much smaller than anticipated. (One figure and 77 notes are included.) (MS)

ED 299 700 EA 020 441

Wayson, William W.; And Others
Handbook for Developing Public Confidence in Schools.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-798-6
PUB DATE- 88
NOTE- 145p.
AVAILABLE FROM- Publication Sales, Phi Delta Kappa, 8th Street and Union Avenue, P.O. Box 789, Bloomington, IN 47402-0789 ($5.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Family School Relationship; *Public Opinion; *School Community Relationship; School Districts; *School Effectiveness; School Role; School Support
IDENTIFIERS- *Phi Delta Kappa
This guide to developing the public's confidence in schools was issued by the Phi Delta Kappa Commission for Developing Public Confidence in Schools. After a brief introduction, chapter 2 discusses the crisis of confidence in schools. Chapter 3 contains a definition of "confidence" that guides the work of the commission. Chapter 4 is a summary of the basic approaches to winning public confidence as advocated by several schools of thought, ranging from an agricultural approach to advocacy approaches, to political and social work approaches. Chapter 5 discusses the factors that cause the public to gain or lose confidence in the schools. Chapter 6 provides an analysis of the data supplied by the schools and districts to support their claim for enjoying high public confidence. Chapter 7 discusses the characteristics of schools that enjoy public confidence. Chapter 8 summarizes the factors that erode public confidence. Chapter 9 contains checklists that schools or districts can use to gather data to guide action to improve public confidence. References are included. (SI)

ED 299 378 CE 050 565

Woolfe, Ray; And Others
Guidance and Counselling in Adult and Continuing Education. A Developmental Perspective.
REPORT NO.- ISBN-0-335-15985-0
PUB DATE- 87
NOTE- 219p.

AVAILABLE FROM- Open University Press, c/o Taylor and Francis, 242 Cherry Street, Philadelphia, PA 19106-1906 ($21.00); Open University Press, Open University Educational Enterprises Limited, 12 Cofferidge Close, Stony Stratford, Milton Keynes MK11 1BY, England, United Kingdom.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTORS- *Adult Counseling; *Adult Education; Adult Educators; *Continuing Education; Counseling Techniques; *Counselor Client Relationship; Counselor Role; *Developmental Programs; Distance Education; Foreign Countries; Group Instruction; Retirement; Teacher Role; Unemployment

Educational provision for adults (including counseling) only makes sense when viewed from a developmental life setting. Counselors working with adults must be aware of the adult life cycle as a process of continuing change and development. They must also realize that each individual life is lived through an opportunity structure. In other words, because the social context of an individual's life heavily influences his or her expectations and aspirations, adult development must be examined in terms of an interaction between psychological and sociological factors. Adult educators do not need special training or the title of "counselor" to use the the methods and skills of counseling in their work. It may be argued that the teaching of adults in itself constitutes a form of counseling. Counseling at a distance is an important and growing area for a large number of persons working in the field of continuing education for adults. Guidance and counseling can be conceived as opposite ends of a continuum concerned with the nature of the relationship between helpers and those seeking or needing help. Counselors of adults are called upon to provide information and counseling in a variety of areas, including work, unemployment, and retirement. (MN)

ED 299 393 CE 050 943

Blumberg, Christine A.
Labor in the American Economy Today.

SPONS. AGENCY- New York State AFL-CIO, Albany.
PUB DATE- 88
NOTE- 22p.; Prepared at Burnt Hills-Ballston Lake Senior High School
A winner in the New York State AFL-CIO Lesson Plan Competition.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; *Economic Progress; *Economics; *Economics Education; Grade 12; High Schools; *Labor; Learning Activities; Lesson Plans; Productivity; Teacher Developed Materials; *Unions; *Wages

Materials are provided for a unit to teach students to recognize the importance of labor in the growth of the economy. The 1- to 2-week unit is intended for a 12th-grade economics class. The lesson plan details concepts to be covered, rationale, instructional objectives, materials that will be used, teacher procedures, and student evaluation. These materials for use with the unit are provided: handout on the Industrial Revolution, handout for an assignment to write newspaper articles with writers sympathetic to unions and employers, handout with a timeline for organized labor, a simulation game about the behavior of guitar-making firms in competition, and a unit test. (YLB)

ED 299 422 CE 051 049

Courtney, Dwight; Crowley, Ed
Corporate Electronic Publishing Systems. Curriculum Improvement Project.

Galveston Coll., TX.
SPONS. AGENCY- Texas Coll. and Univ. System, Austin. Coordinating Board.
PUB DATE- 30 Jun 88
NOTE- 162p.; For related documents, see ED 285 018-028 and CE 051 050.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Business Education; Computer Graphics; Curriculum Development; *Electronic Publishing; Equipment Utilization; *Graphic Arts; Learning Activities; Learning Modules; Lesson Plans; *Office Occupations Education; *Photocomposition; Postsecondary Education; *Production Techniques; Two Year Colleges
This guide is intended for use in teaching a postsecondary-level course in corporate electronic publishing systems. The following topics are covered: cultural influence of graphic communication (early events in communication, early attempts at printing); typefaces and styles of type (type style characteristics and their use); tools and methods of graphic design (measuring type, using drawing equipment and design instruments, performing copyfitting procedures); graphic design (predesign planning, layout procedures, design and layout considerations); principles of design (design elements, color and creativity in design); the layout process (art and copy preparation; thumbnail sketches; rough, comprehensive, dummy, and mechanical layouts); fundamentals of computer graphic workstations (video displays, video controller boards, computers, printers, input devices); computer graphics; paint programs and their operation; desktop publishing systems and their operation; layout in desktop publication; and design and design principles in desktop publication. The curriculum contains materials for students and instructors, including a syllabus and a unit-by-unit course and student laboratory guides. (MN)

ED 299 436 CE 051 070

Howland, Marie
Plant Closings and Worker Displacement. The Regional Issues.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
REPORT NO.- ISBN-0-88099-062-7
PUB DATE- 88
NOTE- 179p.
AVAILABLE FROM- W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007 ($11.95, paper, ISBN-0-88099-062-7; $18.95, hardcover, ISBN 0-88099-063-5).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dislocated Workers; Federal Aid; Federal Programs; Financial Problems; *Manufacturing Industry; *Public Policy; *Regional Characteristics; *Regional Planning; *Structural Unemployment
IDENTIFIERS- *Plant Closings
Between 1981 and 1986, the U.S. manufacturing sector lost 1.2 million jobs. There is little regional variation in rates of plant closure, nor is there any correlation between cross-regional rates of industry growth and regional rates of plant closures. However, regional variation in rates of employment gains due to start-ups can be large and is highly correlated with cross-regional differences in industry growth rates. Regions with slow growth clearly have low start-up rates and limited expansions. They do not, however, have particularly high rates of plant closings. Neither does regional economic growth seem to significantly alter the likelihood of future plant closings in a region. These data argue against industrial policy as a means of slowing the pace of worker dislocation and against concession in wages, utility bills, and taxes as a strategy for retaining local jobs. Several policy options seem viable for both national policymakers and local economic development officials, including increased federal support for takeovers of closing branch plants and subsidiaries and financial and adjustment assistance for displaced workers. (Forty tables/figures are included as well as references for each chapter.) (MN)

ED 299 504 CG 021 150

Higbee, Jeanne L.; GoldbergBelle, Elissa
Meeting the Needs of High Risk Students through Application of Theory and Research.
PUB DATE- Mar 87
NOTE- 22p.; Paper presented at the Joint Annual Meeting of the American College Personnel Association and the National Association of Student Personnel Administrators (Chicago, IL, March 15-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- College Students; Counseling; *Developmental Programs; Higher Education; *High Risk Students; Research and Development; *Student Development; *Student Needs; Theories; Theory Practice Relationship

During recent decades, there has been an influx of underprepared students in America's colleges and universities. At many institutions, programs have been created to assist these high risk students through special classes and/or support services. Through application of student development theory these programs can shed the negative connotations of remedial education and can provide new models for individualized counseling and instruction. This paper asserts that research in student development provides educators with a sound theoretical foundation for meeting the needs of high risk students and that student development theory provides a framework which should serve as a beginning point for designing services for high risk students. It presents theories of moral and ethical development, learning and perceptual modalities, personality, developmental tasks, and student involvement and explores how these theories can provide critical insights into the needs of high risk students. It is concluded that knowledge and application of developmental theory will help educators of high risk students to define and articulate their mission and philosophy, and will help them justify and perfect programs which in the future may be viewed as models for teaching and advising all students. (Author/NB)

ED 299 519 CG 021 165

Blauvelt, Peter D.
Interface: Schools and Police Cooperation.
SPONS. AGENCY- National Alliance for Safe Schools, Bethesda, MD.
PUB DATE- 84
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Cooperation; *Court Role; Crime; Elementary Schools; Elementary Secondary Education; *Police; *Police School Relationship; School Policy; *School Security; *Secondary Schools

The climate between police and schools has changed from an adversarial one in the 1960s and 1970s to one in which both sides recognize the many advantages to be gained through cooperation. The criminal justice system is made up of three elements: police, courts, and corrections. Tempering the criminal justice system are the community norms which are reflected in the prosecution patterns of the local courts. When youth commit crimes in the schools, the criminal justice system usually becomes involved. The success of this involvement can vary widely. With effective communication among all members of the criminal justice and education systems involving communication that recognizes the need to respect each other as partners with different clients and different needs, the cycle of frustration and distrust is likely to be broken. Criminal justice personnel, police, and educators need to come to an agreement regarding the roles and responsibilities of each agency. Procedures for intervention by the police in schools should be established. Planning meetings should be held which focus on the following topics: (1) scope of information to be collected and who is to collect it; (2) common definitions of offenses; (3) frequency of review of information; (4) examination of crime data; and (5) logistical issues, including liaison, authority, training, assignment, investigations, arrest, and records. (ABL)

ED 299 579 CS 211 548

Evertz, Sally; And Others
The Write Way On. Resource Guide 2.
New York State Education Dept., Albany.
PUB DATE- 87
NOTE- 102p.; The Arts and Learning Interdisciplinary Resources for Education Series. Resource guide originally developed through the arts in education program of the Syracuse City School District, Syracuse, New York.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; *Creative Writing; Elementary Education; *Instructional Materials; *Interdisciplinary Approach; Language Arts; Reading Writing Relationship; Resource Materials; Social Studies; Writing Exercises; *Writing Instruction
IDENTIFIERS- *Childrens Writing; Writing Assignments; *Writing Strategies
Developed by teachers and project staff members, this guide is designed to provide the opportunity for the practice and extension of basic skills in reading, writing, and language arts and to increase student and faculty knowledge of creative writing as an art. The strategies in the guide supply teachers with alternatives from which to select activities for their classrooms (grades 2-6) and are designed to be taught through the partnership of a classroom teacher and a creative writer. The unit is designed to be an essential part of the social science curriculum, helping students to learn more of themselves, of others, and their places in the world community. The guide includes a description of strategy procedures, a sequential display guide, a concept progress display guide, and 53 strategy sheets. Each strategy sheet lists the topic, the concept, the objective, the resources, and the step by step procedures to implement the strategy. The strategy sheets include topics such as (1) writing a journal; (2) creative design; (3) authors and poets; (4) divergent thinking; (5) perception in writing; (6) careers in writing; (7) writing poetry; (8) captioning cartoons; (9) sequencing; (10) letter writing; (11) field trips; and (12) newspapers. The appendixes contain a glossary, story starters and ideas, paragraph starters, invented circumstances, selected list of poets and writers, list of Newbery and Caldecott award recipients, National Book Awards, sample evaluation instruments, examples of rhymed and unrhymed poetry, and information on locating and hiring an artist. (MS)

ED 299 595 CS 506 373

Christie, Vickie
The Japanese: Conflict and Consensus Building.

PUB DATE- Nov 88
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988). May not reproduce clearly due to blurred and broken print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Problems; Conflict Resolution; Cultural Differences; *Decision Making; Foreign Countries; Group Behavior; *Intercultural Communication
IDENTIFIERS- *Consensus; *Japan; United States
The importance in Japan of group identity, the Japanese approach decision making, and the way in which the Japanese avoid conflict and build consensus when making a decision are characteristics of Japanese interactions that are critical for Americans to understand in order to communicate successfully with the Japanese. Those who would be involved with the Japanese should understand that, for most Japanese, primary identity will be with a larger group, not with oneself as an individual. They have a specific process for coming to agreement within a group and they will go to great lengths to avoid conflict, be it in the form of saying "no" or of confronting another person. The Japanese continually try to build consensus when they are working in groups, and they value harmony. Careful analysis of intercultural exchange between Americans and Japanese will lead to more accurate perceptions and improved communication. (Nineteen references are attached.) (SR)

ED 299 643 CS 506 433

Rowland, Robert C.
The Fall and Fall of Gary Hart.
PUB DATE- Nov 88
NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Discourse Analysis; Mass Media Role; *Political Campaigns; Public Opinion; *Rhetoric; Sexuality
IDENTIFIERS- *Apologies; *Hart (Gary); Political Analysis; Rhetorical Strategies
The fall of Gary Hart, brought about because of his indiscretions during the 1988 presidential campaign, should not be treated exclusively as a consequence of Hart's moral failings. Rather, the fall of Hart can be traced to a complex of factors including bad judgment, the near total control that the press exercises over the political agenda, and most important, failed apologia. His apologetic strategies would have been well-adapted to a situation in which a candidate had been accused of some moral failing about which most of the people did not care. In such a situation it would have been smart for him largely to ignore the specifics in his major campaign speeches and instead attempt to rise above the conflict. Here, however, the issue was not adultery, but bad judgment, and Hart's strategies were ill-adapted to such a problem. An analysis of Hart's failed apologia suggests several implications for generic approaches to apologia. First, while a generic treatment of apologia has much to recommend itself, such an approach is always limited by context. Second, while any number of critics focus on the situational basis of rhetorical genres, there clearly are limits on the value of such an approach. Finally, there is danger associated with any set of general critical categories, no matter how valuable those categories may be. (Twenty-two references are appended.) (MS)

ED 299 685 EA 020 419

Aviram, Ovadia
Appearance and Reality in the World of Personnel in a Stressful Educational Setting: Practices Inhibiting School Effectiveness in an Israeli Boarding School.
PUB DATE- Apr 88
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Participative Decision Making; *Principals; *Residential Schools; *School Based Management; *Social Integration
IDENTIFIERS- *Israel
Contrast between the appearances and the reality of several aspects of a school environment, including a participative management style, a democratic leadership style, the principal's image as democratic, and attentiveness to student needs is discussed as related to a boarding school in Israel. During an exploratory case study, observations were made regarding the attempts by this boarding school to socialize lower socioeconomic students to the mainstream of Israeli culture. The situational experiences that were observed gave evidence that the school was not organized or governed in a participatory manner, but was autocratic. While not generalizable to any specific populations, the study concluded that the staff held a stereotypical concept of students that affected the organization of the school. Also, educational administrators are cautioned not to deceive themselves by cultivating the appearance, instead of the reality, of school-based management. Two pages of references, an organizational chart, and student daily schedules are attached. (LMS)

ED 299 730 EC 211 009

Morrow, Robert D.; McBride, Hugh J.
Considerations for Educators in Working with Southeast Asian Children and Their Families.
PUB DATE- Feb 88
NOTE- 17p.; In: Alternative Futures for Rural Special Education. Proceedings of the Annual ACRES (American Council on Rural Special Education) National Rural Special Education Conference; see EC 211 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Asian Americans; Cambodians; *Child Rearing; *Cultural Differences; Elementary Secondary Education; *Ethnic Groups; *Family Relationship; Laotians; Vietnamese People
IDENTIFIERS- Hmong
Intended to help educators better understand the behavior of students from Southeast Asia as a function of culture, the paper provides information on family life. Childrearing attitudes are considered for the infant to toddler (0-3 years) age span and the preschool child (3-5 years). A chart compares child rearing practices in American and Vietnamese, Cambodian, H'Mong, and Laotian cultures. The analysis of cultural influences on family relationships shows Southeast Asian parents to be controlling, restrictive, and protective of their children and the importance of the clan structure in the H'Mong culture. A similar chart compares family relationships across the cultures. Finally, a list of "do's" and "don'ts" for school administrators and classroom teachers completes the paper. (DB)

ED 299 744 EC 211 023

Mitchell, Helen; Casto, Glendon

Team Education for Adolescent Mothers.
Utah State Univ., Logan. Early Intervention Research Inst.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 88
NOTE- 10p.; In: Alternative Futures for Rural Special Education. Proceedings of the Annual ACRES (American Council on Rural Special Education) National Rural Special Education Conference; see EC 211 005.
CONTRACT- 300-85-0173
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Child Development; *Early Parenthood; Group Counseling; High Schools; Infant Behavior; *Intervention; *Medical Services; Mothers; *Parent Education; Parenting Skills; Pregnancy; *Pregnant Students; Program Development; Program Evaluation; Role Models; *Social Services; Volunteers

Project TEAM (Team Education for Adolescent Mothers) is a support program designed to counteract the socioeconomic consequences of early childbearing, by developing a model for providing high-quality care services for pregnant adolescents, adolescent parents, their infants, and their extended families. The project has four site locations: Washington High School and the Area Vocational Center, Ogden, Utah; Washoe High School, Reno, Nevada; Shiprock Alternative High School, Shiprock, New Mexico; and Monument Valley, San Juan, and Whitehorse High School at the Southeastern Utah Navajo Reservation. The program's four intervention components include health care, structured group counseling, child development assessments and parenting instruction, and a volunteer role model component. The components are delivered in such a way that the adolescent mother receives intense services during her initial involvement with the program and then less intense services as the adolescent becomes more responsible and is able to function more independently. A program evaluation of the small number of subjects who have completed the program's posttests showed no significant differences between the treatment group and a control group on any of the assessment instruments. (JDD)

ED 299 774 EC 211 053

Jordon, Thelma; And Others
Mathematics. Exceptional Child Education Curriculum K-12.
Jefferson County Public Schools, Louisville, Ky.
PUB DATE- 86
NOTE- 257p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Calculators; Computer Literacy; *Disabilities; *Elementary School Mathematics; Elementary Secondary Education; Functions (Mathematics); Geometry; *Mathematics Education; Measurement; Minimum Competencies; Numbers; Resource Materials; *Secondary School Mathematics; Sequential Learning; Statistics; Task Analysis; *Teaching Methods
The mathematics curriculum provides a framework of instruction for exceptional child education in grades K-12. Content areas include: numeration, whole numbers, rational numbers, real/complex numbers, calculator literacy, measurement, geometry, statistics, functions/relations, computer literacy, and pre-algebra. The guide is organized by content area, and within each content area, behavioral objectives are listed in sequential order by increasing complexity. Major steps in the task analysis of each objective are listed, along with learning activities and resource materials. Materials are coded for the appropriate grade level--elementary, middle school, or high school--and teacher materials are also listed. In a section titled "Essential Skills," major learning objectives are outlined by grade level. A list of books, duplicating masters, kits, games, manipulatives, cards, software, and workbooks is included. The guide also presents the Jefferson County (Kentucky) public schools philosophy, the board of education goals, and the exceptional child education philosophy and goals. (JDD)

ED 299 476 CG 021 121

Sherman, Joel D.; Levine, Andrea B.
Dropping Out of School. State Programs in Dropout Prevention.
Pelavin Associates, Inc., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Dec 87
NOTE- 17p.; For related documents, see CG 021 120-124.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; Dropouts; Elementary Secondary Education; *Financial Support; *Grants; Potential Dropouts; *State Programs

This document discusses state initiatives to address the dropout problem by presenting an overview of programmatic strategies states are using to meet the needs of dropout-prone youth and school dropouts and strategies to finance these efforts. It provides a framework for understanding current state programs and then presents an overview of current programs. A section on funding of current state dropout prevention programs distinguishes state dropout prevention and recovery programs on the dimensions of general program strategies, grants strategies and funding mechanisms, and program services. It distinguishes three basic programs and funding strategies: grants for demonstration programs or model programs, grants for research and dissemination, and grants for regular programs. Dropout services provided by state programs are classified as focusing on academic improvement, attendance improvement, personal and social adjustment, and career preparation and job training. The remainder of the report summarizes key features of several state dropout programs currently being conducted in California, Colorado, Florida, Massachusetts, New York, North Carolina, and Washington. Other state programs designed by Alaska, Minnesota, and New Jersey to meet the needs of high-risk youth and prevent them from dropping out are briefly reviewed. Planned programs in Connecticut and Oregon are also discussed. (NB)

ED 299 609 CS 506 396

Yarbrough, Charles G., Jr.
Institutionalizing McCarthyism: An Exploration of Senator Pat McCarran's Anti-Communist Activities in Congress.
PUB DATE- Nov 88
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communism; *Legislation; Legislators; Political Influences; Politics; *United States History
IDENTIFIERS- *McCarran (Patrick); *McCarthyism; Senate
Contending that Senator Patrick McCarran of Nevada was the real force behind the communist witch hunts of the lage 1940s and early 1950s, this essay explores McCarran's legislative legacy. The first section examines McCarran's background and the legislative bodies over which he held sway. The second section delineates his legislative "Grand Strategy" (for the most part, still law today) for eradicating all vestiges of communist influence within the United States. The conclusion points out that McCarran's impact upon day-to-day operation of the United States government is just as strong now as it was 35 years ago; that McCarran was much more effective in his agenda than was Senator Joseph McCarthy because of the legislative agenda he pursued; and that the label "McCarthyism" should be replaced with that of "McCarranism." (SR)

ED 299 657 CS 506 454

Schnell, James A.
Self Assessment of Cross-Cultural Sensitivity for Faculty Who Teach in the Multicultural Classroom.
PUB DATE- 88
NOTE- 14p.; Best available copy.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Communication; *Cultural Awareness; Cultural Background; *Cultural Differences; Higher Education; *Intercultural Communication; Interpersonal Communication; *Teacher Role
IDENTIFIERS- Teacher Surveys
Cross-cultural awareness in the multicultural classroom has become an important issue in recent years for two main reasons: a continued increase in the number of international students studying in the United States and an increased emphasis on faculty skills for dealing with minorities in the classroom. Faculty approaches to maintaining cultural equilibrium in the classroom are frequently mistaken for cross-cultural insensitivity. A self-reporting instrument can help faculty gauge their awareness of primary areas of cross-cultural difference in the classroom. Culture bound areas are areas that can be interpreted and emphasized in significantly different ways depending upon an individual's cultural background. The survey instrument offered in this paper is based on an outline of culture bound areas which was created by the National Association for Developmental Education. Faculty indicate their responses to each statement in each area. The instrument focuses on teacher expectations, standards, personal perspectives, approaches in common situations, and how these areas may benefit or detract from the classroom environment. Specific analysis of the following survey areas can be beneficial: (1) teacher-student communication should be based on formal (rather than informal) interaction; (2) emotionally charged issues and conflict should be handled by never losing control over oneself or the classroom; (3) humor should be used; and (4) students should be treated the same, whether the teacher likes them individually or not. (Twenty-eight references are attached.) (RAE)

ED 299 670 EA 020 351

Hornbeck, David W.
Tough Choices for Educational Equity.
PUB DATE- Nov 87
NOTE- 13p.; Paper presented at the Annual Meeting of the Southern Education Foundation (Atlanta, GA, November 18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Education; *Black Employment; Black Students; *Dropout Prevention; Dropout Research; *Dropouts; Early Childhood Education; Economically Disadvantaged; *Educational Policy; Elementary Secondary Education; *Equal Education; Public Schools; *School Effectiveness; State Departments of Education
IDENTIFIERS- *Council of Chief State School Officers
Chief state school officers have committed themselves to seek the elimination of the nation's dropout problem by the turn of the century. Two reasons are given for this unusually strong statement. First is the human or moral issue that leaves millions of youth destined to a life of poverty if school cannot be successful in meeting their needs. Second, a whole new set of demographic and economic circumstances have created an imperative need to succeed with all kids. A recently released study states that family poverty rates have risen to a 1986 level of 11.4 percent after dropping to 8.8 percent in 1973, and 43 percent of black male high school dropouts reported no earnings in 1984, as compared to 14.2 percent in 1973. The chiefs call for states to guarantee that their schools will have sustained student progress, certified staff, up-to-date and adequate learning technologies, safe and functional facilities, early childhood programs, family participation, supporting health and social services, and procedures in place to ensure these guarantees. The goal of a 100 percent graduation rate by the year 2000 will require new commitment, bold courage, support from people inside and outside the educational system, and more resources. (LMS)

ED 299 716 EC 210 795

Gross, Harriet; Gipps, Caroline
Supporting Warnock's Eighteen Per Cent: Six Case Studies.
SPONS. AGENCY- London Univ. (England). Inst. of Education.
REPORT NO.- ISBN-1-85000-142-1
PUB DATE- 87
NOTE- 214p.; The study was funded by the Economic and Social Researc
Council. For related document, see EC 210 794.
AVAILABLE FROM- Falmer Press, Taylor and Francis, Inc., 242 Cherry
St., Philadelphia, PA 19106-1906 ($19.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Books (010)
DESCRIPTORS- Case Studies; Educational Finance; Educational
Legislation; Educational Policy; *Educational Practices;
Educational Psychology; Elementary Education; Foreign Countries;
*Handicap Identification; Individual Needs; Inservice Teacher
Education; *Learning Disabilities; Remedial Instruction; *School
Districts; *Screening Tests; Special Education; Teacher Role
IDENTIFIERS- Education Act 1981 (England); England; Wales

Detailed case studies are presented of six local education authorities (LEAs) in England and Wales which participated in the Screening and Special Educational Provision Project, a project focusing on the estimated 18 percent of the primary school population who have mild learning difficulties in basic skills. Each LEA's approach to special needs identification and provision is described in terms of the following: support available before the 1981 Education Act, effect of the Act, and cuts in education expenditure; viewpoints of support services, schools, and class teachers; and what the approach offers to the child. Results indicated that all six LEAs had some form of support service, differing in size and prioritization of specific disabling conditions. Financial cuts required that LEA officers use resources more effectively and emphasize more advisory work. It was felt that the 1981 Education Act stressed the role of the class teacher in meeting special needs, increased the number of educational psychologists, and increased awareness of the extent of need. Half the LEAs had a screening program to identify children for special help. Inservice training concerning special needs students was poorly regarded by the teachers. Improved liaison between support services and class teachers was needed. (JDD)

ED 299 758 EC 211 037

Storch, Ivy S.
Helping Learning Disabled Students Improve Their Handwriting Skills.

PUB DATE- 87
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; *Handwriting; *Learning Disabilities; Self Esteem; Self Evaluation (Individuals); Student Motivation; *Teaching Methods

The paper describes six strategies to help learning disabled students improve their handwriting skills. For each strategy a rationale and instructional procedure are provided. The six strategies are: (1) creating an interest and a reason to improve handwriting skills, (2) boosting confidence by letting students become "role models," (3) use of grips to assist handwriting, (4) relaxation techniques, (5) self-instructional procedures with verbal assists (perceptual prompts), and (6) self-instructional materials with self-monitoring prompts (no verbal cues). (DB)

ED 299 408 CE 051 023

Federal Workforce. A Framework for Studying Its Quality over Time. Report to the Chairman, Committee on Post Office and Civil Service, House of Representatives.
General Accounting Office, Washington, DC. Program Evaluation and Methodology Div.
REPORT NO.- GAO/PEMD-88-27
PUB DATE- Aug 88
NOTE- 93p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies $2.00 each; 100 or more: 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; *Administrators; Adults; Employment Qualifications; *Evaluation Criteria; *Evaluation Methods; *Federal Government; *Government Employees; Job Performance; *Personnel Evaluation; Quality Control

The General Accounting Office (GAO) examined the feasibility of assessing the quality of the federal civilian work force, focusing on professional and administrative staff. The agency developed a measurable definition of quality centered on attributes of the individual and the match of the individual's capabilities to the needs of the job. It examined agency personnel data to see whether indicators of quality pertinent to this definition were readily available and found that they were not. The GAO then developed proposals for new data gathering that would permit policymakers and others to obtain answers to specific common questions about the quality of those entering and leaving the professional and administrative work force and about changes in overall quality across time. The GAO recommends that Congress authorize a continuing program to assess work force quality based on the framework developed during the study. (KC)

ED 299 450 CE 051 103

Lesgold, Alan; And Others
Sherlock: A Coached Practice Environment for an Electronics Troubleshooting Job.
Pittsburgh Univ., Pa. Learning Research and Development Center.
PUB DATE- Mar 88
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aviation Mechanics; *Computer Assisted Instruction; *Computer Simulation; Computer Uses in Education; Electronics; Job Skills; Job Training; Microcomputers; *Military Training; Postsecondary Education; *Problem Solving; Programed Instructional Materials
IDENTIFIERS- *Air Force; *Sherlock Computer Program; Troubleshooting
"Sherlock" is a computer-based, supported practice environment for a complex troubleshooting job in Air Force electronics. The program was developed to raise the level of troubleshooting knowledge of avionics technicians. This describes the training problem for which Sherlock was developed, the principles behind its development, and its implementation. It leads the reader through the Sherlock program, with drawings of some of the various screens displayed during use of the program. A glossary and list of references are included. (KC)

ED 299 462 CE 051 136

Carnevale, Anthony P.; And Others
Workplace Basics: The Skills Employers Want.
American Society for Training and Development, Alexandria, VA.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- 88
NOTE- 42p.
GRANT- 99-6-0705-75-079-02
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Basic Skills; *Curriculum Development; *Education Work Relationship; *Employer Attitudes; Employment Potential; *Employment Qualifications; Program Development; Program Implementation; School Business Relationship; *Skill Development

A two-year research project was conducted to determine the skills employers consider necessary for the workplace. Recent changes in the economy have made employers begin to realize that they must assist their current and future workers in achieving competency in workplace basics if they are to be competitive. Employers have come to realize the undeniable linkage between work force skills and the competitive cycle and the importance of basic skills in the face of rapid technical change. The following skills have been recognized as being extremely important: learning skills; basic skills (reading, writing, computation); listening and oral communication; adaptability (creative thinking, problem solving); personal management (self-esteem, goal setting/motivation, personal/career development); group effectiveness (interpersonal skilll, negotiation, teamwork); and influence (organizational effectiveness and leadership). An applied approach to developing a program to deliver workplace basics must include the following steps: identify and assess problems; build support; propose a plan; perform a task analysis; develop and design a curriculum; and implement, evaluate, and monitor the program. (MN)

Coonelly, Marilyn
The Family Environment of Suicidal and Nonsuicidal Youth.
PUB DATE- Apr 88
NOTE- 20p.; Paper presented at the Annual Meeting of the American Association of Suicidology (21st, Washington, DC, April 13-17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Family Environment; Family Problems; *Family Relationship; High Risk Students; High Schools; *High School Students; Incidence; *Suicide
IDENTIFIERS- *Suicide Attempts

Although the possibility of a suicidal act cannot be predicted from any one variable, a disturbed relationship with parents has been described as one of the most important extrinsic factors contributing to a youth's risk for self-destructive behavior. This study sought to determine if it is possible to discriminate between groups (suicide-attempters, youth with high levels of suicide ideation, and youth with low levels of suicide ideation). Subjects (N=233) were high school students in 14 health classes who were surveyed during a two-day presentation on suicide. On the basis of responses, adolescents were divided into three groups: Suicide Attempters, High Suicide Ideation, and Low Suicide Ideation. A mailed questionnaire was completed by 103 parents. Finally, five families from the Attempters group, three from the High Ideators group, and five from the Low Ideators group participated in a computerized interview. Attempters described their homes even more positively than did low ideators. Attempters perceived the lowest amount of conflict between themselves and their parents. Attempters described family members as most encouraged to express both positive and negative feelings, while high ideators consistently perceived themselves as least encouraged to express their feelings. Parents described their families more positively than did adolescents. While 9.9% of students reported a previous attempt, 4.3% indicated that they thought about suicide frequently. Suicide attempters and their families were similar to low ideators in their descriptions of their homes as most cohesive and communicative and as least conflicted. There was a difference in the behavior of the attempters and their families during the interview, with these subjects approaching the task in a subdued and serious manner. In contrast, families of low ideators appeared to enjoy the interview. (ABL)

ED 299 533 CG 021 179

Herting, Diane L.; And Others
AIDS and Student Sexual Behavior: Who's Concerned, Who Isn't, and Why.
PUB DATE- 1 Apr 88
NOTE- 13p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (34th, New Orleans, LA, March 31-April 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Behavior Change; *Behavior Patterns; *College Students; Higher Education; *Sexuality; Student Attitudes
Since the first case was identified in 1981, Acquired Immune Deficiency Syndrome (AIDS) has become the number one health concern across the nation. Previous research has shown that AIDS has not had an effect on the sexual behavior of sexually active college students. This study sought to further study the impact of AIDS on the sexual behavior of college students, and to attempt to identify the factors underlying its effect. Self-reported sexually active undergraduate college students (N=144) served as subjects. Subjects completed a one-page survey with questions assessing the subject's knowledge of AIDS, exposure to AIDS information, perception of AIDS vulnerability, changes in sexual behavior, specific sexual behavior(s) that had changed, and demographic factors. The results indicated that only one-third reported any change in their sexual behavior, and that even then the changes did not always involve a greater adherence to "safe sex" practices. The data further identified those subject characteristics predictive of a change in sexual behavior due to the AIDS crisis. These characteristics included being male, single, having received much exposure to AIDS information, and feeling vulnerable to AIDS infection. Findings suggest efforts to educate students about AIDS need to be accelerated, with greater emphasis upon the risk to women and the means of reducing exposure to the AIDS virus. (ABL)

ED 299 549 CS 009 352

Johansen, Kjeld
Hearing: An Overlooked Fact in Relationship to Dyslexia.
PUB DATE- Jun 88
NOTE- 25p.; Paper presented at the Annual Meeting of the Nordic Congress on Special Education (21st, Storefjell, Norway, June 27-July 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Audiometric Tests; *Auditory Evaluation; Brain Hemisphere Functions; *Dyslexia; *Hearing (Physiology); Learning Disabilities; *Neurological Impairments; *Remedial Reading
IDENTIFIERS- *Brain Research
Sophisticated neurological research shows that early problems with auditory perception can result in long-range negative effects for the linguistic processes in general, and such long-range effects must be assumed to be correlated with induced degenerative changes in the auditory system and perhaps in the brain's linguistic sector. This research also shows that the reading disabled (RDs) have a significantly different perception of auditory stimuli than normal readers and that dichotic listening reveals these differences. Normal readers can be differentiated from RDs by using binaural audiometry to measure ear advantage. The 62 references assist in documenting that ear advantage is a poor indicator of hemisphere dominance for language, but that it may be a neglected factor in the diagnosis of dyslexia. (RS)

ED 299 628 CS 506 418

Soukup, Paul A.
Formal and Informal Catholic Church Policies in Regards to Owning Broadcast Properties.
PUB DATE- Nov 88
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Broadcast Industry; Catholics; *Church Role; Higher Education; Media Research; Ownership; *Radio; *Television
IDENTIFIERS- *Catholic Church; *Media Ownership; Religious Broadcasting; Roman Catholic Church
Despite a wealth of broadcast properties in the United States and abroad, the Catholic Church has little formal policy towards ownership of such properties. Most of the Church's recent statements on communication treat the theme in a general way and balance a defense of human rights in regard to communication with encouragement of greater use of the media in proclaiming the Gospel. Statistics indirectly demonstrate the favorable Church policy towards ownership: around the world the Catholic Church or Church-organizations (largely missions and mission societies) own 290 radio stations and five television stations. Church ownership of broadcast properties in the United States is mostly at the local level, and includes educational, college, and some commercial stations. In general, policy regarding ownership of broadcast properties seems to be favorable to ownership where opportune, and to leave specific decisions on ownership and management to as local a level as possible. (An appendix listing Catholic college radio stations, and 14 references are attached.) (SR)

ED 299 394 CE 050 944

Margolin, Joseph B.
Organized Labor in the United States. Labor-Management Relations.
SPONS. AGENCY- New York State AFL-CIO, Albany.
PUB DATE- 88
NOTE- 12p.; A winner in the New York State AFL-CIO Lesson Plan Competition.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Collective Bargaining; Curriculum Guides; Economics; *Economics Education; *Employer Employee Relationship; *Labor; Lesson Plans; *Negotiation Agreements; Secondary Education; *Union
These two lesson plans deal with the historical role of government in resisting and/or protecting the activities of organized labor and the goals and methods of both management and labor. They are multiclass activities and may be used alone or together. The first lesson plan provides materials for a trial to be conducted by the students. The topic is negotiating a new contract between teachers and a board of education. The main objective is to provide the students with an understanding of the needs of both government and organized labor and to teach them to weigh the interests of both government and organized labor with respect to societal requirements. The lesson plan is organized in this manner: materials, purposes, scenario, procedure, project roles, and special instructions. A partial list of source materials is attached to the plan, including 36 legal and 27 miscellaneous references. The second lesson plan provides materials for a negotiation activity. The objective is to teach students about collective bargaining as a process of decision making and compromise that is consistent with the economic development of a free enterprise economy. The lesson plan is organized in this manner: materials, preparatory steps, aims, procedures, and summary procedure. (YLB)

ED 299 437 CE 051 071

Career Beginnings Program.
Brandeis Univ., Waltham, MA. Center for Human Resources.
SPONS. AGENCY- Commonwealth Fund, New York, N.Y.; Gannett Foundation, Rochester, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 88
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Aspiration; Career Education; *Career Guidance; Career Planning; College Bound Students; College Preparation; *Economically Disadvantaged; Higher Education; High Schools; *High School Students; Job Skills; *Job Training; Low Income Groups; *Mentors; *Work Experience Programs

Various materials are provided from the Career Beginnings Program. This program is described as a nationally organized, privately supported, locally based program in which colleges, businesses, and the community work together to provide career support and direction for low income youth. An executive summary discusses how the program works by combining four kinds of activities: a mentoring program, a college program, an enriched summer work experience program, and a year-round training program. A one-page summary of program accomplishments follows. A brochure for prospective students describes the program. Contents of an issue of the national newsletter of the Career Beginnings Program, "Beginning Now!," include testimonials of participants nationwide; some comments from mentors; an exchange of ideas, successes, and learning experiences from project cities; and an open letter to Career Beginnings students from a project manager. The last item is an issue of "Mentoring," which contains news and information for Career Beginnings mentors. The lead article discusses some special challenges of the next few months for Career Beginnings graduates. Another article presents an example of how mentors can become active promoters of the program in their communities. Other articles focus on techniques for developing self-esteem and self-reliance. Other contents include book reviews and suggested activities. (YLB)

ED 299 520 CG 021 166

Rugg, Carol D.
Teenage Pregnancy: An Update and Guide to Mott Foundation Resources
Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 86
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - General (140)
DESCRIPTORS- *Adolescents; *Early Parenthood; Grants; *Philanthropic Foundations; *Pregnancy; Pregnant Students; Prevention
This document focuses on the involvement of the Mott Foundation in the problem of teenage pregnancy. After a brief introduction to the topic including statistics on the incidence of teenage pregnancy, methods by which other organizations and foundations have attacked the problem of teenage pregnancy are described. The role of the Mott Foundation in identifying problems and developing programs for teenage pregnancy, which dates back to 1938, is also described, as is the dual focus of the Mott Foundation on ameliorating the effects of teenage pregnancy for the mother and on primary prevention through replication of a low-cost, school-based model for high-risk youth. Four grant networks supported by Mott are described, along with their projects. These networks include the Too-Early Childbearing Network; the National Urban League, Incorporated; the Junior League of St. Louis; and the Women and Foundations/Corporate Philanthropy program. Findings of the Mott Foundation in the area of teenage pregnancy are summarized, noting that no single well-tested, cost effective primary prevention approach that will eliminate the problem of teenage pregnancy exists. At the conclusion of the report, the four grant networks and their projects are described in more detail, and names and addresses of contact persons within the networks and projects are provided. (ABL)

ED 299 565 CS 211 530

Creech, Kenneth
The Free Press/Fair Trial Debate: Balancing First and Sixth Amendment Rights 1951-1986.
PUB DATE- Nov 88
NOTE- 28p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; *Court Litigation; *Court Role; Freedom of Information; Freedom of Speech; *Mass Media Role; *News Media; *News Reporting; Press Opinion
IDENTIFIERS- Criminal Justice; *First Amendment; Media Bias; Press Responsibility; *Sixth Amendment; Trials
Although the First Amendment guarantees the rights of freedom of speech and press, these rights are not absolute. With freedom comes the knowledge that irresponsible action can lead to the regulation of that freedom by others. The courts must balance conflicting rights in cases, such as press coverage of criminal trials, where irresponsible behavior by press, bench, and bar, has led to an imbalance between First and Sixth Amendment rights. Between 1951 and 1986 there have been a number of attempts to balance these rights, growing out of famous publicized court cases, such as that of Dr. Sam Sheppard. During this time the pendulum has swung from one extreme to the other, before finally settling close to the center. The parameters of the free press/fair trial debate have included the tolerance of sensationalistic reporting and the failure of judges to take simple precautions such as change of venue, continuance, sequestering of the jury, closing of criminal courtrooms, or even prior restraints against the press. Both the right to publish information about the criminal trial process and the right of the accused to receive a fair trial are equal and essential components in society. Safeguarding these rights is the responsibility of the press, bench, bar, and law enforcement officials and each must understand and respect the constitutional rights and responsibilities of the other for justice to be served. (Thirty-four notes are included.) (MS)

ED 299 596 CS 506 374

Crowhurst, Marion
Research Review: Patterns of Development in Writing Persuasive/Argumentative Discourse.
PUB DATE- Sep 88
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; Elementary Secondary Education; Narration; *Persuasive Discourse; Teaching Methods; Writing (Composition); *Writing Exercises; *Writing Research
IDENTIFIERS- Writing Development; Writing Samples
Existing evidence suggests that students do less well in writing argument than they do in writing narrative reports, and the reasons for the poorer performance are complex and interactive. In some ways argument is more cognitively demanding than narrative, but lack of experience in persuasive writing, and the interrelated nature of the writing situation and the assessment situation also play a role. A review of the literature reveals several lines of evidence which suggest that argumentative writing should not be neglected because it might be too difficult. Useful procedures for developing persuasive writing include the following: (1) topics should be on issues important to students; (2) students should be encouraged to engage in persuasive writing to teachers, peers, principals, and others when they feel strongly on issues; (3) large and small group discussions are invaluable in developing associated skills; (4) exercises to sort out what the students think are an important bridge to argumentative writing; and (5) students in the upper elementary years and beyond should read persuasive writing for exposure to linguistic conventions. There is no good reason why this kind of writing should be regarded as a difficult form to be attempted only by older and brighter students. (Forty-seven references are attached.) (RS)

ED 299 644 CS 506 435

Bahm, Ken
The Ad Populum Fallacy in Paradigm Construction: A Reconsideration of 'Audience-Centered Debate.
PUB DATE- Nov 88
NOTE- 41p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Audience Awareness; Audience Response; Critical Thinking; *Debate; Higher Education; Judges; *Models; Persuasive Discourse
IDENTIFIERS- *Ad Populum Fallacy; Debate Strategies; Dialectical Reasoning; *Paradigm Argument
This paper reviews the newly emergent trend of audience-centered debate paradigms, such as the narrative and the issues-agenda paradigms, in light of an informal logic perspective on the argumentum ad populum fallacy. The paper demonstrates the complexity involved in the evaluation of ad populum arguments as well as the care which must be taken in evaluating paradigms. The paper also explores the inherent deficiency of audience-centered debate paradigms and develops standards for the demonstration of arguments as inappropriately ad populum involving an emphasis on context and function. Following a consideration of the special constraints on paradigmatic evaluation, the paper concludes by applying contextual and functional standards to the ad populum appeals in the issues-agenda and the narrative paradigm. The conclusion reached is that the ad populum appeals within this trend of audience-centered debate are inappropriate to the activity: they are descriptive rather than normative, rhetorical rather than dialectical, and interventionist rather than critical. Fifty-one references are appended. (MS)

ED 299 686 EA 020 421

Hiatt, Diana Buell
Avenue to Safe Schools: Research, Policy and Practice.
PUB DATE- Nov 87
NOTE- 13p.; Paper presented at the Annual Meeting of the California Educational Research Association (Malibu, CA, November 12, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Role; Educational Environment; Elementary Secondary Education; Federal Legislation; *Legal Responsibility; Participative Decision Making; Prevention; Principals; Public Schools; *Research and Development; School Law; *School Responsibility; *School Safety; School Vandalism; State Legislation; *Theory Practice Relationship; Violence
IDENTIFIERS- *California; *Safe School Study
This description of the research, the development of state laws, and the origins of practices attempting to restore safe schools suggests that there was a relationship among research, policy, and practice. The Congress of the United States enacted the Safe School Study Act in 1974 to ensure a safe environment for education. In response to this legislatuion the National Institute of Education (NIE) in 1978 designed a study to acquire information on the current status of safety in public schools. In 1983, another study was undertaken by the Boston (Massachusetts) Safe Schools Commission to ascertain violence, victimization, and discipline in Boston high schools, and in 1984 the U.S. Department of Justice collaborated with the U.S. Department of Education and Pepperdine University to sponsor the National School Safety Center, which develops educational programs to promote safe schools. This reivew indicates that there is a connection between practice and research. At present California is the forerunner in establishing victims' rights and mandating principals to report all misdemeanors and felonies that occur on the campuses. The review found that small class size, a perceived fair discipline practice, a visible principal, participatory decision-making including teachers and students, and a cohesiveness among teaching staff and principal all related to less violence and vandalism. (LMS)

ED 299 701 EA 020 442

Triplett, Suzanne E.
Key Statistics on Public Elementary and Secondary Education Reported by State and Geographic Region, 1986-87. Survey Report.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-88-029
PUB DATE- Oct 88
NOTE- 61p.; Report deals with Data Series SP-CCD-86/87-7.2.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Enrollment; Expenditure per Student; Government Publications; *Institutional Characteristics; National Surveys; *Public Schools; *School Demography; School Districts; School Personnel; *School Statistics; School Surveys; Statistical Analysis; Statistical Surveys; Tables (Data); Teacher Student Ratio
This report compares regional and subregional division characteristics of public elementary and secondary education in the United States. Selected key statistics are presented for each of the 50 states and the District of Columbia. Information is presented on the public school districts, elementary and secondary schools, students, staff members, and teachers. The report also includes data on revenues and expenditures for the operation of public schools in fiscal year 1986. (SI)

ED 299 759 EC 211 038

Walthall, Joe E.
Graduation Requirements, Documentation, and Minimum Competency Trends for Special Education Students in the Public Schools of Arkansas.
PUB DATE- Nov 87
NOTE- 10p.; Paper presented at the Council for Exceptional Children's Topical Conference on the Future of Special Education (Orlando, FL, November 15-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Board of Education Policy; *Credits; *Disabilities; *Graduation Requirements; High Schools; Individualized Education Programs; Resource Room Programs; School Districts; *School Policy; State Surveys
IDENTIFIERS- *Arkansas
The paper reviews policies of the state of Arkansas concerning high school graduation requirements and reports on a survey of individual school districts in Arkansas in regard to their policies concerning program modification, graduation requirements, and graduation documentation for secondary special education students. Data are presented for the 272 responding school districts. Results indicated that 95% of districts provided some type of modification within the regular classroom for secondary special education students, that 96% allowed resource teachers to give subject area credit to their students, and that 44% required special education students to complete some subject area classes without modification. The most common basis for granting of a diploma to a special education student was a combination of performance standards specified by the student's individual education program and the minimum credit requirement established by the state. Eighty-five percent of the districts granted a regular diploma to students meeting graduation requirements. (DB)

ED 299 379 CE 050 591

Poeggeler, Franz
The History of Adult Education since 1945: Research Problems.
PUB DATE- Jul 86
NOTE- 12p.; Paper presented at the International Conference on the History of Adult Education (Oxford, England, July 1986).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Adult Education; *Archives; Developed Nations; *Educational History; *Educational Research; Educational Resources; Foreign Countries; Historiography; *Research Needs

Changes in adult education since the end of World War II have been brought about less by adult education itself than by politics and the economy. The historiography of education is no longer considered a mere history of the ideas and literature of education but instead as social history. For research into the history of adult education, use of different historical perspectives is recommended, including the history of the institutions of adult education, a history of personalities, a history of social corporations that run adult education institutions, the political history of adult education, the history of the ideology, everyday history or the presentation and interpretaion of practical adult education, and a comparative history that considers the international context of adult education. Some tendencies are evident today in the system of adult education practiced in the western industrialized states, such as the growing numbers of adults, shift in emphasis to older adults in adult education, emphasis on vocationally oriented adult education, pragmatism, transition to adult education, increase in adults in higher education, and more adult education in universities. On a national as well as international basis, experts should find a reasonable strategy for collecting those materials that can give a real view of the practice of adult education and that can be used to develop archives. (YLB)

ED 299 409 CE 051 025

Senior Executive Service. Executives' Perspectives on Their Federal Service. Fact Sheet for the Honorable Vic Fazio, House of Representatives.
General Accounting Office, Washington, DC. General Government Div.
REPORT NO.- GAO/GGD-88-109FS
PUB DATE- Jul 88
NOTE- 62p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies $2.00 each; 100 or more: 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrators; Adults; Career Change; *Employee Attitudes; *Federal Government; *Government Employees; *Job Satisfaction; *Labor Turnover; Need Gratification; Organizational Climate; Quality of Working Life; Retirement; Work Environment
IDENTIFIERS- *Senior Executive Service

The General Accounting Office (GAO) surveyed current Senior Executive Service (SES) (highly placed government civil service) employees to obtain their views regarding their federal employment, including career plans, characteristics, and opinions. The results of the survey were obtained from 348 usable responses from a sample of 430 SES members selected randomly from 6,180 total career SES members. The survey showed that responding SES members were quite satisfied with some aspects of their jobs, such as personal fulfillment; the match between their jobs and their aptitudes, interests, and expectations; and the people with whom they worked. At the same time, however, the respondents expressed a high degree of dissatisfaction with the public's negative opinions of federal workers and various compensation-related issues. The survey showed that many respondents are interested in leaving SES. About 24 percent had sought, or planned to seek within the coming year, full-time employment outside the federal government. Half said they would accept an outside position if one were offered. About half of the respondents will be eligible for retirement in the next five years, and most intend to retire at that time or earlier if given the option. (The survey instrument is appended.) (KC)

ED 299 423 CE 051 050

Network Applications for the Office Environment. Curriculum Improvement Project.
Galveston Coll., TX.
SPONS. AGENCY- Texas Coll. and Univ. System, Austin. Coordinating Board.
PUB DATE- 30 Jun 88
NOTE- 182p.; For related documents, see ED 285 018-028 and CE 051 049.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Computer Networks; Computer Printers; *Computer Software; Equipment Utilization; Information Networks; Learning Activities; Learning Modules; Lesson Plans; *Microcomputers; *Office Automation; *Office Occupations Education; Postsecondary Education; *Telecommunications; Two Year Colleges; Workshops

This guide is intended for use in teaching a course in network applications for the automated environment. The modules cover disk operating system (DOS), NetWare, telecommunications, and printer applications. Both instructor and student materials have been included where appropriate. Also included is an outline of a workshop covering general networking concepts and specific NetWare features and procedures. The information included in the syllabus and instructor and student guides and materials included in this packet could also be used by current users of networks as an inservice activity to acquaint interested faculty with the pros and cons of networks or by colleges that are in the process of making decisions concerning possible networking of their microcomputer laboratories. (MN)

ED 299 451 CE 051 107

Gerhard, Gary W.
MVP: A Volunteer Development & Recognition Model.
PUB DATE- Nov 88
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Tulsa, OK, November 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Experiential Learning; Incentives; *Models; *Motivation Techniques; Postsecondary Education; *Recognition (Achievement); Rewards; Voluntary Agencies; *Volunteers; *Volunteer Training; Work Experience
This model was developed to provide a systematic, staged approach to volunteer personnel management. It provides a general process for dealing with volunteers from the point of organization entry through volunteer career stages to the time of exiting the organization. The model provides the structural components necessary to (1) plan, coordinate, and evaluate volunteer training education; (2) identify and document volunteer accomplishments, growth in personal effectiveness, and organizational contributions to volunteerism; and (3) develop a framework and means to reward and thus motivate volunteers using intrinsic factors. The model is intended to be implemented in a step-wise course, rather than all at once, and it allows for the inclusion of existing volunteers as well as new ones. This guide includes definitions; reasons for volunteer development and recognition; information on tasks and skills identification, tasks and skills applications, and tasks and skills transferal; and an implementation strategy. A reference list is included. (KC)

ED 299 463 CE 051 138

Evans, Norman
The Assessment of Prior Experiential Learning. Report of a CNAA Development Fund Project Conducted at the Learning from Experience Trust. CNAA Development Services Publication 17.
Council for National Academic Awards, London (England).
REPORT NO.- ISBN-0-902071-38-6
PUB DATE- Feb 88
NOTE- 46p.
AVAILABLE FROM- CNAA Development Services, Council for National Academic Awards, 344-354 Gray's Inn Road, London WC1X 8BP, England.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; Adult Students; *Evaluation Criteria; *Evaluation Methods; *Experiential Learning; Foreign Countries; Higher Education; *Prior Learning; *Student Evaluation
IDENTIFIERS- *Great Britain
A project was conducted to develop, monitor, and evaluate schemes for assessing the prior experiential learning of individuals enrolling in polytechnic institutes and colleges. A total of 12 evaluation schemes at 15 educational institutions throughout Great Britain were examined. The evaluation schemes studied had been developed to assess the prior learning of students enrolled in such courses of study as production engineering, business, social studies, computing and information technology, and mechanical engineering. Twelve of the schemes studied eventually became operational in 11 of the institutions. Assessment of prior learning was found to work best when the responsibility for demonstrating prior learning was placed with the student and when there were clear separations between experience as a source of learning and experience per se, identification and assessment of prior learning, and the academic functions of helping students prepare evidence of learning and assessing that learning. Four approaches to assessment were found to be successful--formally organized classes, tutorials, instruments and manuals, and interviews. The adult students whose prior learning was assessed used the information in a variety of ways, such as to obtain admission to degree courses, obtain employment, advance in their careers, change their career direction, or find contentment where they are. (Nine appendixes provide information on prior learning evaluation at six selected institutions plus suggestions for standardizing assessment information.) (MN)

ED 299 477 CG 021 122

Sherman, Joel D.

Dropping Out of School. Volume I: Causes and Consequences for Male and Female Youth.

Pelavin Associates, Inc., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Dec 87
NOTE- 107p.; For related documents, see CG 021 120-124.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Characteristics; *Dropout Prevention; *Dropout Programs; Elementary Secondary Education; *Sex Differences

In late 1986, the United States Department of Education contracted with Pelavin Associates to conduct a study of the dropout problem in the United States. The research project was undertaken to provide a national overview of the dimensions of the dropout problem, focusing specifically on gender differences; and to identify successful or effective strategies for serving dropout-prone youth and school dropouts. The research was conducted in two phases. The first phase consisted of a research review conducted to assess the national dimensions of the dropout problem, identify successful strategies, and choose individual dropout programs for greater study through site visits. The second phase consisted of site visits to nine dropout prevention and recovery programs that appeared to be relatively effective in reducing the incidence of school dropouts. The findings are reported in three volumes. This document, volume I, presents a national overview of the dropout problem and differences in the dropout problem among young men and women. It discusses the magnitude of the dropout problem, the characteristics of male and female dropouts, the reasons different students drop out of school, and the consequences of dropping out for male and female youth. Eighteen tables, six figures, and a bibliography are included. (NB)

ED 299 505 CG 021 151

Sawyer, Llewlee L.
Tao Rising: Sexism and Feminist/Transpersonal Therapy.

PUB DATE- Mar 88
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Women in Psychology (Bethesda, MD, March, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Developmental Stages; Females; *Feminism; *Individual Development; Models; *Psychotherapy
IDENTIFIERS- *Transpersonal Psychology

This report presents a dialectical model of identity development which is based on observations of how the self evolves within the context of feminist/transpersonal therapy. Developmental stages which are identified include fusion (Stage I), differentiation (Stage II), and integration (Stage III) of the Child (asserting) and Parent (nurturing) functions of the ego. Patriarchal society is described as a Stage II society, in which the Child and Parent functions are polarized by gender class. Oppression, including sexism, is interpreted as a defining characteristic of Stage II relationships. The supplanting of Stage II society by Stage III society is predicted, and the role of the feminist/transpersonal therapist in this transition is described. It is concluded that, although male and female clients may come to therapy with different kinds of skills and deficits, the therapeutic objectives are identical for both: to achieve an identity in which the Child and Parent functions of the ego are experienced by the client as complementary, internal aspects of the Transcendent Self. (Author/NB)

ED 299 534 CG 021 180

Shaw, Seana; Rothberg, Joseph M.
A Suicide Prevention Program for HIV-Positive Patients.
PUB DATE- 16 Apr 88
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association of Suicidology (21st, Washington, DC, April 13-17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Military Personnel; *Prevention; *Suicide
Research has shown that suicide risk is elevated in the patient who has tested positive for Human Immunodeficiency Virus (HIV). Studies within the Army have found that the three most turbulent periods for the soldier with HIV infection are: (1) at the time of notification of diagnosis; (2) when the family and peer group learn of the diagnosis; and (3) when there is concrete evidence of failing health. In response to the challenge of medical management of high risk patients, a multi-speciality ward program at Walter Reed Army Medical Center was designed to meet and to prevent anticipated suicidal behavior. The ward program seeks to: (1) create a therapeutic and facilitating environment for the HIV sero-positive soldier; (2) screen the HIV positive soldier for psychiatric conditions and facilitate treatment; (3) provide information about the infectious nature of the illness; (4) initiate twice-a-week support groups; and (5) transfer the acutely suicidal, depressed, or impulsive patients to psychiatric units. Self-destructive behaviors are quickly identified and addressed. The biopsychosocial approach to the HIV patients addresses the multifaceted nature of the condition. By anticipating stressors at the three crucial phases, suicidal ideation and behavior can be quickly detected and psychiatric symptoms treated. Based on subjective staff appraisal, the program appears to have worked. (ABL)

ED 299 580 CS 211 549

Potter, Ellen F.; And Others
Criteria Children Use To Evaluate Their Own and Others' Writing.
PUB DATE- Apr 87
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Project partially supported by a grant from the University of South Carolina Research and Productive Scholarship Fund.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Grade 5; Intermediate Grades; Middle Schools; *Peer Evaluation; Revision (Written Composition); Student Writing Models; Writing Difficulties; *Writing Evaluation; *Writing Instruction
IDENTIFIERS- *Writing Achievement
Research suggests that students make judgments about writing at a very early age, but their interpretations of what makes writing good or bad differs in important ways from those of teachers or professional writers. An understanding of how children's evaluative criteria develop is critical to teachers in helping children become better writers. Subjects, 27 fifth graders attending a largely rural middle school in the southeast, were divided into low and high achievers according to their reading scores, interviewed individually, asked to comment on their own writing and constructed texts, told to rank the stories, and then were asked a series of open-ended questions designed to elicit evaluative comments about each story. Preliminary data analysis revealed (1) that there is some evidence that the low-achieving fifth graders exhibited responses similar to those observed in younger students and in novice student writers of all ages; (2) that low achieving students tended to use more personal associations and surface features as evaluative criteria than the high achievers; (3) that low achievers tended not to respond to the craft dimension in their rankings of texts whereas high achievers did distinguish between texts as a result of the craft manipulation; and (4) that low achieving students were especially more likely to apply "objective" text-based criteria to other's writing than to their own. (Three tables of data are included, and 14 references and three appendixes containing constructed stories, a structured interview example, and a category system glossary, are attached.) (MS)

ED 299 610 CS 506 397

Bytwerk, Randall L.; Schultze, Quentin J.
The Millionaire on the Beach: The Rhetoric of Get-Rich-Quick Schemes
PUB DATE- Nov 88
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Reports - General (140)
DESCRIPTORS- *Advertising; *Marketing; Popular Culture; *Rhetorical Invention; Success
IDENTIFIERS- Direct Mail; Direct Mail Advertising; Direct Mail Campaigns; *Direct Response Marketing; Mailing Lists; Mail Order; Money; Rhetorical Devices; Rhetorical Effectiveness; Rhetorical Strategies; Testimonials; Wealth
Joe Karbo, author of "The Lazy Man's Way to Riches," has pioneered several of the techniques used in get-rich-quick schemes. A typical pitch contains: (1) claims of how easy it is to master the plan; (2) testimonials from ordinary folk, and sometimes quotations from newspapers and magazines; (3) criticisms of competing plans (some even say the author tried other schemes and failed--until he hit upon one that works); (4) a limited time offer; and (5) a money-back guarantee, sometimes even more than your money back if not satisfied. Most schemes are part hype and part information about how to operate some type of business, often direct marketing. Plans include "sure-fire ways to beat the horses, win the lottery, sell mailing lists, arrange loans, help people get money from the government, or peddle travel club memberships. Most established get-rich-quick companies sell nothing more than information about how to sell get-rich-quick schemes. They tell one how to write ads and select media to peddle one's own publications and how to make a million. Better information about money-making techniques is available free at the public library. (MS)

ED 299 629 CS 506 419

Jensen, Marvin D.
Key Concepts and Principles of Cross-Cultural Problem Solving.
PUB DATE- 88
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication Problems; *Cultural Differences; Cultural Interrelationships; *Intercultural Communication; Interpersonal Communication; Language Role; Nonverbal Communication; Personal Space; Problem Solving; Time
IDENTIFIERS- *Cultural Sensitivity
Because people meeting across cultures often carry with them misunderstandings and suspicions--relationship problems which must be resolved before any task can be completed--the phrase "problem-solving" must be defined more literally when applied to intercultural communication. Sources of cultural conflict must be recognized and addressed before either friendship or task cooperation is possible. Among these problems are uses of language, uses of paralanguage, conceptions of time, and conceptions of space. No language can be literally translated into another--idioms, cultural images, and connotative nuances require careful interpretation in order to convey accurate meaning instead of mere words. The sounds and silences which accompany speech (the paralanguage) also vary widely among cultures, and may sometimes obscure its content. The use of time is also a form of communication, and is subject to misunderstanding when cultures described as monochronic (emphasizing punctuality and sequential completion of tasks) interact with polychronic cultures, or those less concerned with schedules and deadlines. Finally, knowledge of cultural differences in the use of space is also important for intercultural communication. Discovering and honoring these cultural differences is central to building relationships or engaging in tasks with people from different cultures. (MM)

ED 299 658 EA 020 017

Rossow, Lawrence F.; Rossow, Nancy Dort
School Neutrality or Endorsement: Students' Perceptions of Religious Extracurricular Activities.
PUB DATE- Mar 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Extracurricular Activities; *Freedom of Speech; Higher Education; *Public Schools; *Religious Factors; *School Role; *State Church Separation
IDENTIFIERS- Equal Access Act 1984; *Prayer; *Religious Practices; Supreme Court

The nature and extent of religious activities in public schools is an unresolved issue. While the teacher-led prayer issue was decided in a 1985 Supreme Court decision, the constitutionality of schools' permitting student groups to meet for religious purposes remains unsettled. Compliance with the establishment clause requires government to remain neutral concerning religion. Supported by "Widmar v. Vincent" (a 1981 case permitting a group of college students to use campus facilities for prayer club meetings), Congress passed the Equal Access Act (1984), providing similar rights to public high school students. However, since 1980, three appellate courts have ruled that the establishment clause bans student prayer clubs from public schools. Also, the "Widmar" decision was based partly on college students' supposed maturity and ability to perceive the university's neutrality in permitting prayer clubs. Using interviews of randomly selected high school students, this study sought to determine whether these students could perceive school neutrality if a prayer club were offered as an extracurricular program component. College students were interviewed on the same basis. The role of peer influence on students' decision to join a prayer club was also examined. Findings revealed that only 27.8 percent of high school students could perceive school neutrality toward prayer clubs, whereas 71.5 percent of college students could perceive institutional neutrality. Peers were found to exert little influence on high school students' choice in joining such clubs. Included are 5 tables and 18 references. (MLH)

ED 299 671 EA 020 380

Spannaus, Nancy K.

A Planning, Programming, Budgeting, and Evaluating System for St. Louis Park Public Schools.

PUB DATE- 3 Oct 86
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Equity (Finance); Elementary Secondary Education; Principals; *Program Budgeting; *Program Effectiveness; *Program Evaluation; Public Schools; *Resource Allocation

Implementation of a systematic approach to allocation of limited resources for the accomplishment of priority objectives for the St. Louis Park Public Schools (St. Louis Park, Minnesota) was established in 1986, in an effort to provide enhanced, understandable financial reporting and to demonstrate that school district resources are being used to support effective programs. Identified as PPBES (Planning, Programming, Budgeting, and Evaluation System) this program added to the original Board of Education goals the notion that good educational programming involves identification of student needs, program development to address the identified needs, and subsequent measurement of program efficiency and effectiveness. The goals were (1) to plan using the program evaluation data to make decisions annually; (2) to identify the following year's program output and the financial resources necessary to produce them; and (3) to make the annual budget reflect the next year's proposed program objectives, thereby using the program as the basic organizational unit. Evaluation would provide the data to use in the program planning. Workshops were held with principals and teachers, curriculum scope and sequence frameworks were completed, and a budget chart of accounts was begun. The annual cycle of planning is explained. Appended are the following: the goal statements and plans of action, a calendar of planning events, an agenda of the principal's roundtable discussion, an agenda of a summer workshop, and worksheets for curriculum planning. (LMS)

ED 299 731 EC 211 010

Zvolensky, Carol; Speake, Chris
Mainstreaming the Resource Specialist.
PUB DATE- Feb 88
NOTE- 7p.; In: Alternative Futures for Rural Special Education. Proceedings of the Annual ACRES (American Council on Rural Special Education) National Rural Special Education Conference; see EC 211 005.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Consultants; Elementary Secondary Education; *Mainstreaming; *Mild Disabilities; Models; *Resource Teachers; Rural Education; Team Teaching

The paper describes application of the collaborative/consultant model to the education of special needs students in the Mendocino Unified School District (California), a small rural district. Benefits of the model for students include reduction of stigma attached to labeling and pull-out, and for teachers, shared responsibility for instruction. At the elementary level the student study team utilizes a team problem-solving approach to develop strategies for modification of regular education classrooms to better accommodate the student with learning problems. At the high school level staffing is an intervention strategy in which the highest priority of each faculty meeting is the discussion of students about whom teachers have concerns. The resource specialist has collaborated with the regular teacher to provide direct instruction in the regular classroom to students having problems with spelling, language arts, mathematics, and computer skills. At the secondary level the resource specialist serves as the advisor to students with individualized educational programs, the provision of remedial support classes, and cooperative teaching of some regular classes. (DB)

ED 299 745 EC 211 024

Joyce, Bonnie; Wienke, Wilfred
The Importance of Rural Behavioral Disorder Teacher Competencies to Teachers and Faculty.
PUB DATE- Feb 88
NOTE- 10p.; In: Alternative Futures for Rural Special Education. Proceedings of the Annual ACRES (American Council on Rural Special Education) National Rural Special Education Conference; see EC 211 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; Competence; *Competency Based Teacher Education; Delivery Systems; Elementary Secondary Education; Higher Education; Knowledge Level; *Rural Education; *Teacher Attitudes; *Teacher Qualifications; Teaching Methods; Training
IDENTIFIERS- *Competency Lists; *Teacher Competencies; West Virginia
This study was conducted as part of a project to increase the number of certified teachers who serve students with behavior disorders in the rural regions of West Virginia, improve the quality of training to participants at both the elementary and secondary levels, and retain certified teachers who teach students with behavior disorders. Improving the quality of training begins with developing and validating a set of competencies that are appropriate for teachers serving students with behavior disorders in rural regions. A total of 34 behavior disorder and rural education teacher competencies were collected from previous research and were grouped into six major categories including behavior management, instruction, service delivery, consultation, knowledge, and instructional support. Judgments regarding the importance of the competencies--sought from 279 teachers--were obtained from 173 teachers of behavior-disordered students and six faculty members who teach higher education courses in behavior disorders. Results indicated that there was a high level of agreement between faculty members and teachers regarding the importance of all competencies. Specific procedures are described for subsequent evaluation of the performance validity for these competencies. (JDD)

ED 299 775 EC 211 054

Shuler, Michael T.; Slate, John R.
Evaluation of a Summer Gifted Program: Perceptions of Program Goals.
PUB DATE- 85
NOTE- 18p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academically Gifted; Counselors; *Educational Objectives; Enrichment Activities; *Evaluation Methods; Intermediate Grades; *Program Evaluation; *Rating Scales; Reliability; Secondary Education; Summer Programs; Teachers

A program evaluation was conducted of a summer program for academically gifted students in 5th through 10th grades. The purpose of this study was to evaluate discrepancies and congruencies among program teachers, counselors, and students in perceptions of program goal emphasis. The evaluation instrument used was a rating form composed of 60 goal statements developed to rate perceived degrees of emphasis placed by the program on cognitive and affective processes, student behaviors, and program environment. The subjects consisted of 16 teachers, 23 counselors, 294 students in grades 5-10, and 13 non-graded math students. Data analysis revealed that participants had generally congruent perceptions regarding the gifted program's goals. The program was generally perceived by teachers as being balanced, with similar emphases being given to affective, environment, behavior, and cognitive clusters of goals. Counselors and the 5th- through 10th-grade students perceived that program emphasis was less strong on the cognitive cluster of goals. It appeared that the evaluation instrument was sensitive enough to reveal explainable differences among groups. Coupled with its generally high internal consistency, there is confidence that the instrument produces reliable results. (JDD)

ED 299 491 CG 021 136

Opening All Options. Proceedings of the Ohio Middle School and Junior High School Career Guidance Conference (Columbus, Ohio, June 24-26, 1987).
Ohio State Dept. of Education, Columbus.
SPONS. AGENCY- Department of Education, Washington, D.C.
PUB DATE- 88
NOTE- 165p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Career Guidance; *Junior High Schools; *Middle Schools; *School Counseling; *School Counselors; *School Guidance; Secondary Education; Secondary School Students; Trend Analysis
IDENTIFIERS- Ohio

This document presents the conference proceedings of a career guidance conference which focused attention on the need to develop a comprehensive career guidance program in Ohio middle and junior high schools. Papers include: (1) "Competency-Based Guidance Programs: A Model of the Future" (C. D. Johnson and Sharon Johnson); (2) "How To Improve a School Guidance Program" (Norman C. Gysbers); (3) "Improving Your Career Guidance Program: A Competency-Based Curriculum Approach" (Patricia Henderson); (4) "Parents and Their Early Adolescents' Career Development" (Luther B. Otto); (5) "Eighth-Grade Assessment: An Effective Tool for Career Development and Public Relations" (Carol Craig Bodeen); (6) "Major Trends in Career Development Theory and Practice: Implications for Counselors" (Norman C. Gysbers); (7) "Work and Society: Implications for Counselors" (Edwin L. Herr); (8) "The Counseling Profession: Striving To Make a Difference" (Julian Earls); (9) "Exercising All the Options" (Thomas Reiser); (10) "Resources for Taking Career Education into the Classroom" (Hal Herz); (11) "Exploring Careers in the Classroom" (Margo Vreeburg Izzo); (12) "New Materials for Connecting Counselors with Their Students" (Robert D. Bhaerman); (13) "In Search of External Resources: Toward Guidance Program Improvement" (Harry N. Drier); and (14) "Resources You Can Use" (Janet K. Ciccone). The final section presents guidance improvement plans by the conference participants for their schools which utilized participants' workshop experiences and material and resources received. The plans list goals with expected student results. Although the goals are described in general terms, expected student results are specific, often describing behavior expectations and strategies. A list of participants, presenters, and staff is provided. (ABL)

ED 299 550 CS 009 353

Zintz, Miles V.; Maggart, Zelda R.
The Reading Process: The Teacher & the Learner. Fifth Edition.
REPORT NO.- ISBN-0-697-01596-3
PUB DATE- 89
NOTE- 670p.
AVAILABLE FROM- William C. Brown Publishers, 2460 Kerper Boulevard, Dubuque, IA 52001.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Diagnostic Teaching; Elementary Education; Literacy Education; Oral Reading; Parent Teacher Cooperation; *Reading Instruction; Reading Programs; *Reading Skills; Study Skills; Teacher Education

This reading text is intended to help teacher education students become successful teachers of reading in the classroom, and is designed to help them to become diagnostic teachers. The text states that diagnostic teaching is a methodology that requires that the teacher ascertain the level of functional skills and abilities of each child in the classroom and provide for every child's learning needs, whether the child is linguistically different, culturally different, gifted, retarded, emotionally disturbed, or neurologically impaired. The book is organized into six parts: (1) "The Overview"; (2) "A Good Beginning"; (3) "Facilitating Instruction in the Classroom"; (4) "The Skills of Reading"; (5) "Provision for All the Children"; and (6) "Evaluation in the Reading Program." The text concludes with a reaffirmation of the importance of reading in the elementary school curriculum. Additional guides are offered to show how each teacher can increase the functional reading ability each child brings to the classroom. Appendices provide information on books in which American Indians are principal characters and offer the "Informal Reading Inventory." (MS)

ED 299 702 EA 020 443

Cohn, Kathleen C.
A Case Study of the Removal of a Woman Principal.
PUB DATE- 12 Nov 87
NOTE- 27p.; Paper presented at the Annual Meeting of Research on Women and Education (13th, Portland, OR, November 12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Evaluation; *Administrator Role; Case Studies; Elementary Education; Employed Women; Interviews; Organizational Climate; Politics of Education; *Principals; Professional Autonomy; *Sex Discrimination
IDENTIFIERS- *Women Administrators

This paper presents a case study of a female elementary principal whose tenure was ended with a negotiated reassignment to a lower administrative position. The case is presented from the subject's perspective with data gathered through an open-ended interview. The initial questions were designed to gather background information relative to the subject's training, educational background, career, and socialization for an administrative position. The stage was then set for more general questions that allowed her to describe her assessment of her performance as a principal, the process used by the superintendent and the board of education to assess her performance, and the events that led to her reassignment. The 7-hour interview was audiotaped over 2 days. The purpose of this paper is therefore to analyze the external conditions, the subject's behavior, the political environment of the school district, and other relevant factors that contributed to her failure as a school principal. It concludes with implications for the preparation, training, and successful performance of other woman administrators. (TE)

ED 299 717 EC 210 796

Dessent, Tony
Making the Ordinary School Special.
REPORT NO.- ISBN-1-85000-236-3
PUB DATE- 87
NOTE- 182p.
AVAILABLE FROM- Falmer Press, Taylor and Francis, Inc., 242 Cherry St., Philadelphia, PA 19106-1906 ($18.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Delivery Systems; *Disabilities; Educational Policy; *Educational Practices; Foreign Countries; Handicap Identification; *Holistic Approach; Labeling (of Persons); *Mainstreaming; Parent Participation; Resource Allocation; *Special Education; *Student Needs; Teacher Qualifications
IDENTIFIERS- Continuum Models; *Great Britain

This book proposes that, by becoming special, Great Britain's ordinary schools can move closer to meeting the individual needs of all children. It outlines the practical steps that need to be taken if ordinary schools are to meet the special educational needs of children. It addresses such issues as: the reason for a system of segregated special education in spite of pressures for a more integrated system; obstacles confronting schools, teachers, parents, support services, and local education authority policymakers; the problem of lack of resources; qualifications of teachers in mainstream schools; and the reflection of segregated special education on wider social and cultural views. Individual chapters deal with: values involved in meeting special needs in ordinary schools, development of a "whole authority" approach to special educational needs, use of formal multidisciplinary assessments and statements of special education needs, development of a policy for allocation of special education resources, the nature of special expertise and support services, development of a continuum of service provision from "non-segregation" to "integration," whole school approaches to special educational needs, and parents as a force for change in special education. (JDD)

ED 299 395 CE 050 975

Bloch, Deborah Perlmutter
Reducing the Risk: Using Career Information with At-Risk Youth.
National Career Information System, Eugene, OR.
REPORT NO.- ISBN-0-87253-001-9
PUB DATE- 88
NOTE- 194p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Counseling; Career Education; *Counseling Techniques; Demonstration Programs; *Dropout Prevention; *High Risk Students; Information Dissemination; *Information Utilization; Learning Activities; Models; *Occupational Information; Postsecondary Education; Program Content; Public Agencies; Secondary Education; Two Year Colleges
IDENTIFIERS- *Career Information Systems
This notebook is intended to assist counselors and others responsible for career counseling programs geared toward high-risk youth. The first section describes the research survey that led to the notebook's development and summarizes some of the recent literature concerning at-risk students and strategies that appear successful in helping them. Section B lists site coordinators' reasons why the Career Information System helps high-risk youth. Fifteen model programs from school districts, high schools, junior high schools, and agencies, all of which use an integrated approach to using career information with at-risk youth, are described in section C. Section D contains practical statements of ideas, programs, and activities from site coordinators, and section E includes plans for classroom activities that have been found to be effective with at-risk youth. The final section is a planning guide that has been designed to help a site coordinator (an administrator, counselor, teacher, or career aide) use the materials in this notebook in his or her own particular setting. (MN)

ED 299 438 CE 051 073

Castor, Betty
Blueprint for the Future: Career Preparation in Florida's Schools.
PUB DATE- 1 Aug 88
NOTE- 8p.; Paper presented at the Florida Vocational Educators' Conference (Tallahassee, FL, August 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Awareness; *Career Education; *Career Exploration; Career Guidance; Career Planning; Dropout Prevention; *Educational Planning; Elementary Secondary Education; Nontraditional Occupations; *Nontraditional Students; State Departments of Education; *Statewide Planning; Vocational Education
IDENTIFIERS- *Florida

The Florida Department of Education (FDE) is developing an educational blueprint for the 1990s with a strong commitment to vocational and adult education. Commitments are being made to implement career education concepts, extend job awareness experiences to the elementary grades, counsel students to ensure early career plans, enhance vocational education successes in dropout prevention, and double efforts to reach nontraditional students. The challenge is to improve the system and send a message guaranteeing equity in training opportunities, job opportunities, and quality of life. The system must focus on providing all students with the same basic skills and reaching all groups. FDE is developing an educational blueprint that will help educators be certain that each student is successfully prepared for the career of his/her choice. Through this blueprint the educational system will emphasize career awareness experiences for elementary grades, development of students' positive self-awareness, hands-on career education in middle schools, student self-evaluation, orientation to occupations in junior high, career planning, career guidance, tracking vocational graduates, development of linkages between public and private sectors, demonstrations of the workplace to students, and women's education, especially for nontraditional occupations. (YLB)

ED 299 521 CG 021 167

Carsrud, Robert Steven
Self-Handicapping Behavior: A Critical Review of Empirical Research.
PUB DATE- May 88
NOTE- 58p.; Doctoral research paper, Biola University, California.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Ability; Attribution Theory; *Behavior Patterns; *Behavior Theories; Cognitive Style; Personality Traits; Self Concept; *Self Esteem; *Self Evaluation (Individuals); Sex Differences
IDENTIFIERS- *Self Handicapping
Since the identification of self-handicapping strategies in 1978, considerable attention has been paid to this phenomenon. Self-handicapping is a strategy for discounting ability attributions for probable failure while augmenting ability attributions for possible success. Behavioral self-handicaps are conceptually distinct from self-reported claims of handicaps. Males tend to use behavioral self-handicapping more than females. Type A personalities tend to use self-handicapping more than Type B personalities. Self-handicapping is motivated by both self-esteem protection and impression management, but has limited effectiveness as an impression management strategy. The determination of the degree of severity of self-handicapping tendencies can be assessed by examining the level of severity of threat, pervasiveness of self-handicapping impediments, the reversibility and stability of those impediments, and the costs of the impediments. Possible interventions include limiting the settings in which self-handicapping occurs, reducing the level of threat in remaining self-handicapping situations, and bolstering the client's self-esteem through success feedback. Addressing the self-handicapping elements may potentially prove beneficial in the treatment of these syndromes. (Author/ABL)

ED 299 566 CS 211 531

McIntosh, Margaret
Why We Need To Watch, Look, and Listen When Young Children Write: What We Can Learn from Them about Their Language.
PUB DATE- 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Child Language; *Language Acquisition; Phonics; Preschool Education; Qualitative Research; *Research Methodology; *Verbal Communication; *Writing Processes; Young Children
IDENTIFIERS- Literacy Events
The intricate quilt pattern of child language development can be pieced together from the numerous swatches of each child's language fabric which have been gathered by watching, looking, and listening when young children write. The necessity of watching, looking, and listening is demonstrated by the example of a preschooler's verbal protocol which accompanied the writing of a story. The language researchers who try to look at children's language by pulling children (and their language) out of context, will have only threads to look at. Adopting a qualitative, contextualized approach will lead to a better understanding of the complicated and elusive phenomena of the development of child language. (RS)

ED 299 597 CS 506 382

Farrell, Amy E.
"Ms." in Transition: A Change of Skin or a Change of Heart?
PUB DATE- Jul 88
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Feminism; Ideology; Journalism; Mass Media Use; Media Research; *Periodicals; *Popular Culture; *Social Influences; Social Integration
IDENTIFIERS- Cultural Hegemony; Feminist Criticism; Feminist Press; Magazine Covers; *Ms Magazine; *Womens Magazines
Changing from a non-profit foundation to a for-profit corporation, "Ms." magazine recently passed through a transitional phase, transforming its image to attract more advertisers. Four issues published after the fifteenth anniversary issue, when the new image was introduced, illumine both the hegemony of patriarchal capitalism and the contradictions and tensions within it. While asserting that only their "skin" (i.e. cover representation, size, and format) would change, "Ms." diverts attention away from the significance of the connections between its structural and formal changes. The attempt of "Ms." to be seen as a "commercial success," a marketing opportunity rather than a cause, indicates the ability of the marketplace to reincorporate resistance into its system. Yet the same competition that forced "Ms." to be reincorporated is also the strongest indicator that "Ms." was successful at forcing the marketplace to expand its hegemonic definitions of meaning. Readers, commenting on the old "Ms." covers, current "Ms." covers, and the November 1987 covers of "Self," "New Woman," and "Mademoiselle," noted that the new "Ms." covers looked less political and more similar to other women's magazines. Yet "Ms." has opened space within the dominant male culture even as it closed some traditionally political representations. (MM)

ED 299 645 CS 506 436

Cirlin, Alan
On the Strategy of Cross Examination.
PUB DATE- Nov 88
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Research; *Debate; Decision Making; Models; *Persuasive Discourse; *Questioning Techniques
IDENTIFIERS- *Cross Examination; *Cross Examination Debate Association; Debate Strategies; Rhetorical Strategies; Strategic Planning

Cross examination has become a standard and important feature of contemporary debate and a great deal has been written concerning its tactical aspects. Very little, however, has been written about the fundamental strategic problem which is created by the three-minute time limit--specifically, how to use that limited period of time to its best advantage. Most of the better discussions about the tactics of cross examination are so comprehensive that a debater would be unable to employ more than a small fraction of the suggestions in any given session. This creates the strategic problems of how to assess a debate in planning cross examination questions, assessing potential questions according to how much time they will require to be issued and responded to, selecting questions for maximum effect, anticipating responses, and determining the order in which questions should be asked. A model based on a systematic paradigm that can govern the strategy of cross examination sessions is presented and discussed. The paradigm was developed by integrating two pragmatic formulas for decision management: from medicine the concept of triage, or battlefield casualty assessment; and from computer science the decision tree model of structured decision making. This paradigm and model provide a relatively simple and workable technique which debaters can employ to help them manage their cross examination sessions in a coherent, interesting, relevant, and potentially effective manner. (Thirty-one notes and one diagram of a decision tree are included.) (Author/MS)

ED 299 732 EC 211 011

Sherman, Janet; McIntyre, Carolyn
Transition Team Building: In School and Beyond.
PUB DATE- Feb 88
NOTE- 11p.; In: Alternative Futures for Rural Special Education. Proceedings of the Annual ACRES (American Council on Rural Special Education) National Rural Special Education Conference; see EC 211 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Career Exploration; Community Programs; *Disabilities; *Education Work Relationship; Employment Potential; *Rural Education; Secondary Education; Transitional Programs; Videotape Recordings; Vocational Rehabilitation
IDENTIFIERS- *Supported Work Programs; Wyoming (Laramie County)
The paper describes a Laramie County, Wyoming, program to deliver transition information and skills to handicapped students in sparsely populated rural communities. A brief historical review of education in Wyoming precedes a discussion of transition concerns in Wyoming which include lack of coordination between educational and community agencies and lack of case management services. The cooperative program, initiated by the Wyoming Handicapped Youth Employment Project (WHYTEP), involves nine agencies including the Laramie County Community College, the Division of Vocational Rehabilitation, and the Association for Retarded Citizens as well as the school system. The first step, implementation, involved preparation of three video tapes to provide information about vocational options for students, parents, and school personnel. The second step, strategies, involved funding a school resource specialist and job coach to work directly with students the summer following graduation to facilitate the transition from school to work. The third phase, case management, involved developing a transition team to provide coordinated follow-up services to the client for the indefinite future. The project also developed a special needs vocational advisory committee, career development teams to develop career education activities for handicapped students beginning in the 7th grade, and work study teams to place and support older students in community jobs. (DB)

ED 299 760 EC 211 039

Bunda, Mary Anne
Evaluation Issues Generated by Two Dimensions of Gifted and Talented Programs. AEL Occasional Paper 022.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 26p.
CONTRACT- 400-83-0001-P-6
AVAILABLE FROM- Appalachia Educational Lab, 1021 Quarrier St., P.O. Box 1348, Charleston, WV 25325 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Acceleration (Education); *Delivery Systems; Elementary Secondary Education; Enrichment Activities; *Evaluation Methods; *Gifted; Mainstreaming; *Program Evaluation; Resource Room Programs; Special Classes; *Standards; *Talent

The paper describes problems endemic to the evaluation of programs for gifted and talented students. The goals of gifted and talented programs are often substantially different from those covered on outcome measures available to schools. When decisions are being made about the type of programs to be provided, parallel consideration should be given to how the program is to be evaluated. Two dimensions on which gifted and talented programs generally vary are acceleration vs. enrichment and in-class provision of instruction vs. pull-out programs. Examples are then given of programs which follow each of these four models: in-class enrichment, in-class acceleration, pull-out enrichment, and pull-out acceleration. Characteristics of good evaluation consider 30 standards organized into the following four categories of quality: utility, feasibility, propriety, and accuracy. A sampling of these standards as they apply to gifted and talented programs is discussed. These standards include: audience identification, information scope and selection, valuational interpretation, practical procedures, rights of human subjects, object identification, valid and reliable measurement. It is concluded that the evaluation of gifted programs requires more care in the identification of audience, the lack of common goals for all students, and lack of appropriate instruments. (DB)

ED 299 380 CE 050 682

Newsome, L. R.
Disability in New Zealand: A Study of Rehabilitation and Disability Organizations Second Edition. Monograph #43.
World Rehabilitation Fund, Inc., New York, NY.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
REPORT NO.- ISBN-939986-56-6
PUB DATE- 88
NOTE- 61p.; Produced by the International Exchange of Experts and Information in Rehabilitation. Originally published as an Occasional Paper in Psychology by Massey University, New Zealand.
AVAILABLE FROM- World Rehabilitation Fund, 400 East 34th Street, New York, NY 10016.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advocacy; *Agency Cooperation; *Disabilities; Foreign Countries; *Government Role; Professional Associations; Rehabilitation Centers; *Rehabilitation Programs; *Vocational Rehabilitation
IDENTIFIERS- Accident Compensation Act 1972 (New Zealand); *New Zealand
A study examined the pattern and organization of services for disabled persons in New Zealand. As of 1981, there were between 250,000 and 280,000 disabled persons in New Zealand. The Accident Compensation Act of 1972 provides compensation for up to 80 percent of previous earnings, medical and dental treatment costs, and rehabilitation and training assistance. However, many persons seeking compensation under the act are faced with delays and, at times, failures in the litigation process. New Zealand has a reputation for its advanced attitude toward social welfare and for a variety of rehabilitation services (considering its size). Although advocates for those in need of rehabilitation services have captured the government's attention, the high costs of providing additional services remains a significant barrier. A lack of coordination among existing government services is another problem. Neither does New Zealand have a full training course for rehabilitation professionals. One attractive feature of New Zealand's delivery system for rehabilitation services is its Disability Resource Centre. (A draft paper on rehabilitation, dishabilitation, and the remedial process and a note on a disability resource center proposal are appended). (MN)

ED 299 410 CE 051 026

Army Training. Need To Strengthen Internal Controls over Troop Schools. Report to the Honorable John O. Marsh, Jr., the Secretary of the Army.

General Accounting Office, Washington, DC. Div. of National Security and International Affairs.

REPORT NO.- GAO/NSIAD-88-208
PUB DATE- Aug 88
NOTE- 45p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies $2.00 each; 100 or more: 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Military Schools; *Military Training; Postsecondary Education; *Private Schools; *Program Administration; Program Costs; *Program Effectiveness; *Program Improvement; Proprietary Schools
IDENTIFIERS- *Army

The General Accounting Office (GAO) conducted a review to determin whether the Army effectively managed training programs conducted by outside contractors. During the review, the GAO evaluated six of the courses most commonly taught by outside contractors, examined procedures, interviewed Army officials, and visited the schools at six installations. The GAO found that the Army has not established effective internal controls to ensure that troop school funds are spent prudently and that contractors provide training that is consistent with Army standards and doctrine. Some of the specific findings were as follows: (1) programs were justified on the basis of past usage rather than need; (2) an excessive number of soldiers might have been trained; (3) some contracted courses were not authorized by Army regulation or duplicated courses taught elsewhere in the Army; (4) some courses were inconsistent with Army training standards and contained outdated doctrine; (5) the Army lacked criteria to determine cross-training requirements; and (6) course monitoring and evaluation efforts were minimal. The GAO recommended that the Army develop guidelines that commanders should consider in conducting needs assessments, develop standardized criteria for using and evaluating the schools, and develop and implement internal controls over the programs. (KC)

ED 299 424 CE 051 053

O'Neil, Sharon Lund; Everett, Donna R.
Computer Business Applications I. Course One. Information Systems Curriculum.
Association of Information Systems Professionals, Deerfield, IL.; Houston Univ., Tex. Coll. of Technology.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 88
NOTE- 191p.; For related documents, see CE 051 054-059.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Business Education; *Computer Oriented Programs; *Computer Science Education; Curriculum Guides; Higher Education; *Information Processing; *Information Science; *Information Systems; Learning Activities; Word Processing
This course is the first of seven in the Information Systems curriculum. The purpose of the course is to set the foundation for the curriculum. The content builds on the existing knowledge of the information processing cycle through hands-on applications and review of terminology, vocabulary, and concepts. An overview of the course sets forth the condition and performance standard for each of the five task areas in the course. These components are provided for each task area: behavioral objective, suggested teaching strategies, content, and summary. Topics covered include concepts, vocabulary, and terminology; computer software and hardware available in the classroom and not available in the classroom; input, process, output, storage/retrieval, distribution of information processing documents; and intensive production of word processing, spreadsheet, and database management documents. A glossary of information systems terms follows task area 1. Appendixes include visuals (transparencies and other teacher materials), student materials (student handouts, work sheets, and exercise materials), evaluation (end-of-task and end-of-unit questions, test items, etc.), and references (including articles and 10 pages of citations). (YLB)

ED 299 452 CE 051 108

Duke, Chris
The Future Shape of Continuing Education and Universities: An Inaugural Lecture. Papers in Continuing Education Number 1.
Warwick Univ., Coventry (England). Dept. of Continuing Education.
REPORT NO.- ISBN-1-869836-50-2
PUB DATE- 88

NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *College Programs; *College Role; *Continuing Education; *Educational Change; *Educational Objectives; Foreign Countries; *Futures (of Society); Lifelong Learning; Postsecondary Education; Program Content; School Community Relationship
IDENTIFIERS- *United Kingdom

Like the rest of British life around them, Great Britain's universities of adult and continuing education are currently in the midst of a period of great change. There has been much debate surrounding the relative importance of instruction, research, and community service in the overall mission of adult and continuing education in universities. It appears clear that university adult education still has a significant contribution to make. Universities need the kind of experiences and approaches in the university adult education tradition to manage their new circumstances. Industrial partnerships, community and commercial consultations, and continuing education of professionals can and do enhance the life and work of universities. Universities need older students for two reasons: for their motivation to learn and for the financial gains continuing education programs bring universities. Besides being able to respond to changing community needs by providing a variety of course lengths and formats, continuing education can offer and revive a recurrent education market. Perhaps one job of universities from the standpoint of their continuing education programs is to help breathe new life into social movements as vehicles for learning that can, in turn, define and codefine what Great Britain in the nineties needs of its universities. (MN)

ED 299 478 CG 021 123

Sherman, Joel D.
Dropping Out of School. Volume II: Promising Strategies and Practices in Dropout Prevention.
Pelavin Associates, Inc., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Dec 87

NOTE- 141p.; For related documents, see CG 021 120-124.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; Elementary Secondary Education; *Program Design; *Program Effectiveness
IDENTIFIERS- Site Visits

In 1986, the United States Department of Education contracted with Pelavin Associates to conduct a study of the dropout problem in the United States. The research project was undertaken to provide a national overview of the dropout problem, focusing specifically on gender differences; and to identify successful or effective strategies for serving dropout-prone youth and school dropouts. The research was conducted in two phases, consisting of a research review and site visits to nine dropout prevention and recovery programs identified through the review to be relatively effective in reducing the incidence of school dropouts. The findings are reported in three volumes. This document, volume II, focuses on how practitioners and policymakers can effectively address the dropout problem. Section I provides an introduction to the report and section II presents findings from the research review on dropout prevention programs. Types of prevention programs avaiable to dropout-prone youth are reviewed, as are characteristics and components of effective programs. Section III presents results of the site visits, including a comparative description of the nine programs which looks at similarities and differences in program purposes and strategies, target groups, and the services provided. An assessment of the key factors associated with different programs' success and observations about the reasons these programs appear to work effectively are also provided. Section IV presents conclusions to the study and recommendations for future action by practitioners and policymakers. (NB)

ED 299 506 CG 021 152

Meyer, Genevieve R.; Ober-Reynolds, Sharman
How To Create and Conduct a Memory Enhancement Program.
PUB DATE- 19 Mar 88
NOTE- 21p.; Paper presented at the Annual Meeting of the American Society on Aging (34th, San Diego, CA, March 18-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Depression (Psychology); *Long Term Memory; *Memory; *Mnemonics; *Older Adults; Outcomes of Treatment; Program Effectiveness; *Retention (Psychology); *Short Term Memory; Stress Variables; Workshops

This report describes Memory Enhancement Group workshops which have been conducted at the Senior Health and Peer Counseling Center in Santa Monica, California and gives basic data regarding outcomes of the workshops. It provides a model of memory as a three-step process of registration or becoming aware, consolidation, and retrieval. It presents an account of reversible causes of memory problems, both emotional (such as stress or depression) and physiological (such as infections or thyroid problems). The five techniques of attention and awareness, self-instruction, controlling the physical environment, tagging, and organization and chunking are described and demonstrated as appropriate techniques for short-term memory enhancement. Five techniques for long-term memory enhancement are also given: (1) survey, question, read, recite, review; (2) who, what, when where, why, and how; (3) mental rehearsal and repetition; (4) multiple cross-referencing for effective retrieval of information; and (5) imagery. Ways in which the program can be adapted for use in various settings are discussed. (NB)

ED 299 535 CG 021 181

McLeroy, Kenneth R.

New Technologies in Screening for Disease Risk: Implications for the Worksite and for Health Education.

PUB DATE- 21 Oct 87
NOTE- 15p.; Paper presented at the Annual Meeting of the American Public Health Association (115th, New Orleans, LA, October 18-22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Employer Employee Relationship; *Employment Practices; *Ethics; *Health; High Risk Persons; *Identification; *Job Applicants; *Screening Tests

The screening of workers for health problems has been ubiquitous in the worksite for many years. These screening procedures may have ethical and policy implications. Three common types of screening in use include pre-employment, early identification of health problems, and employee monitoring. Pre-employment screening may be used to screen out individuals who would be at increased risk for health problems if exposed to hazardous materials at the worksite. Screening for disease may discriminate against individuals with particular ethnic and racial backgrounds, since some diseases may be concentrated in a particular ethnic group. Society may be facing an important dilemma between strategies to improve or maintain the health of employees and access to jobs and socioeconomic position, especially when biological markers for disease susceptibility which have nothing to do with worksite exposure are used. There are few restrictions on the uses of pre-employment screening information provided by an employee to an employer, while at the same time the validity of the tests used in pre-employment screening may be questioned. Biological screening tests should not be used as a part of employee selection, unless the screening test indicates sensitivity to hazardous substances at the worksite. For risk reduction screening at the worksite, ethical considerations include degree of voluntariness, potentials for misuse of information, problems of confidentiality, and the importance of providing services to support risk reduction. Risk screening also raises the problem of defining who the patient is when the screening results indicate a strong genetic component. On the positive side, however, these screening tests have the potential to reduce the level of illness and disability in society. Clinical and educational interventions can be targeted on individuals rather than groups at high risk. (ABL)

ED 299 551 CS 009 354

Ridout, Susan Ramp
Manual for Diagnosis and Remediation of Reading Difficulties.

PUB DATE- 87
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/?C02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Diagnostic Teaching; Elementary Education; Higher Education; *Reading Diagnosis; *Reading Difficulties; Reading Materials; *Reading Tests; Remedial Instruction

This syllabus of a course taught at Indiana University Southeast treats the theory, correlates, instruments, and techniques of diagnosing reading difficulties in the classroom. The goals are to (1) identify principles of diagnosis; (2) review current reading tests, reading materials, and computer programs; (3) review current diagnostic test materials; (4) diagnose a child's reading problems via formal and informal procedures; (5) develop a remediation plan for the diagnosed child; and (6) write a case report to be sent to a local school. The syllabus is divided into four parts: overview, diagnostic measures; testing; and case study. (MS)

ED 299 611 CS 506 398

Chesebro, James W.
Text, Narration, and Media.
Speech Communication Association, Annandale, Va.
PUB DATE- Jan 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Journal Articles (080)
DESCRIPTORS- Communication Research; *Mass Media Effects; Mass Media Role; Mass Media Use; Nonprint Media; *Story Telling; Written Language
IDENTIFIERS- Communication Context; *Context Dependence; *Narrative Text; Oral Tradition; Print Media; Speech Communication Association; Textual Analysis
"Text and Performance Quarterly" (TPQ) is the new name (beginning 1989) of a journal that started in 1980 under the name "Literature in Performance." This partial (promotional) issue of "TPQ" consists of a single article from the January 1989 issue that briefly explains the background and scope of the re-defined publication and then goes on to discuss the concept of text as a foundation for a renewal theoretical and methodological approach to the study of communication. By examining the concept of text and its relationship to media and performance, it can be argued that text and performance are media-dependent. The essential characteristics of particular forms of texts, such as the narrative form, as well as the derived experiences with and understanding of particular forms, are dependent upon the medium employed to encode or to create the text. Thus, a text and its performance are most appropriately understood in terms of the encoding elements defining the communicative experience. Towards this end, the argument of media-dependence proceeds in four steps: (1) "text" can be conceived as a generative, rather than derived, concept; (2) the narrative form illustrates the diverse ways in which a form can act upon and shape human understanding; (3) a media perspective identifies the relationships which exist between a communicative form such as narrative and the concept of text as a generative force; and (4) the formal features of oral, literate, and electronic communicative forms can be characterized and distinguished from a media perspective. (Fourteen endnotes are included, and 85 references are appended.) (MM)

ED 299 630 CS 506 420

Walker, James R.
More than Meets the Ear: A Factor Analysis of Student Impressions of Television Talk Show Hosts.

PUB DATE- Nov 88
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *Audience Response; Commercial Television; Higher Education; Mass Media; Popular Culture; *Public Opinion; *Student Attitudes; Television Research; Television Surveys; Television Viewing
IDENTIFIERS- Carson (Johnny); Donahue (Phil); Letterman (David); *Talk Show Hosts; Talk Shows; Winfrey (Oprah)
To identify the descriptors most frequently associated with four popular television talk show hosts and to isolate the fundamental dimensions of the images of those talk show hosts, a study surveyed 209 students from Memphis State University and the University of Arkansas (Little Rock) about their impressions of Johnny Carson, David Letterman, Oprah Winfrey, and Phil Donahue. Three items--exposure, saliency, and familiarity--were used to construct viewer involvement. In a pilot study, students from different universities listed all of the words they associated with each of the four talk show hosts. The most frequently listed descriptors and their opposites were used to create the semantic differential scales for this study. The images of the four hosts were assessed using four instruments of 20 nine-point semantic differential scales. Separate factor analyses were run on each group of 20 semantic differential scales. Analyses revealed that Carson was characterized by his class, Letterman by his arrogant wit, Winfrey by her appearance and concern, and Donahue by his competence and liberalness. (Nine tables of data are appended). (MM)

ED 299 672 EA 020 385

Giannangelo, Duane M.; Malone, Marguerite G.
Teachers' Perceptions of the Principal's Role.
PUB DATE- 87
NOTE- 10p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrative Principles; *Administrator Role; Elementary Secondary Education; *Instructional Leadership; *Occupational Information; *Principals; Public Schools; *Teacher Administrator Relationship; *Teacher Attitudes

To gain an insight into teachers' perceptions of the role and responsibilities of school principals, 143 teachers from a large metropolitan area were surveyed. They were asked to respond to the following four questions: (1) What do you believe are the most important functions of the principal?; (2) What do principals say to teachers are the principals' important functions?; (3) What do principals demonstrate are their important functions?; and (4) What could principals do to make the teachers' job better? An overwhelming majority of teachers responded that the principal's chief role was that of instructional leader. Other important functions included that of building manager, public relations with parents and the community at large, and setting the tone or climate for the school. Administrators communicate to staff that they see their role as one of instructional leader but also report that most of their day is spent in administrative and discipline tasks. There appears to be a dichotomy between what principals say are important functions and what they demonstrate, with teachers reporting that administrators are overly concerned with nonacademic matters almost to the point of neglecting the real purpose of the school, that of educating students. The suggestions made by the teachers include more visibility on the part of the principal, more concern with academic matters, more visits in the classroom, and more support in related matters. (LMS)

ED 299 687 EA 020 422

Return to Greatness; Strategies for Powerful Improvements in Our Schools. Recommendations from the Commission on Public School Administration and Leadership.
Association of California School Administrators, Sacramento. Commission on Public School Leadership and Administration.
PUB DATE- Oct 88
NOTE- 63p.
AVAILABLE FROM- Publications, Commission on Public School Leadership and Administration, Association of California School Administrators, 1517 L Street, Sacramento, CA 95814 ($10.00 prepaid; quantity discounts).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; *Educational Planning; Elementary Secondary Education; Public Schools; *School Based Management; *School Business Relationship; Teacher Administrator Relationship
IDENTIFIERS- *California

A commission on school leadership, charged with examining how schools are managed by school administrators in California and then determining whether emerging trends in America's most well-managed companies have relevance for schools, went far beyond this and finally recommended a top-to-bottom revolution. The recommendations, which are based on 15 months of meeting with educators and other reports together with the documentation acquired through this process, are intended to guide policymakers, legislators, and educational leaders toward a partnership model for managing the human, technical, and financial resources required to meet the coming needs. The conclusions and recommendations are grouped into four broad categories. California must: (1) recognize and adapt to changes in society; (2) promote local leadership; (3) build a partnership between teachers and administrators; and (4) significantly increase spending on education. Under each broad category of recommendations, several specific suggestions are listed. Resources, which are divided into publications and presentations, and a list of commission members are appended. (LMS)

ED 299 746 EC 211 025

Powers, P. J.

Transdisciplinary Personnel Preparation for Special Physical Education in Rural Montana.

PUB DATE- Feb 88
NOTE- 16p.; In: Alternative Futures for Rural Special Education. Proceedings of the Annual ACRES (American Council on Rural Special Education) National Rural Special Education Conference; see EC 211 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adapted Physical Education; *Disabilities; Federal Aid; Federal Programs; Government Role; Graduate Study; Higher Education; *Interdisciplinary Approach; *Program Development; *Rural Education; State Departments of Education; State Programs; *Teacher Education
IDENTIFIERS- *Montana

Federal legislation requires that all handicapped children be afforded an appropriate and individualized physical education program. The state education agency of Montana, however, has not assumed this responsibility, and unqualified special education classroom teachers and regular physical education teachers are reluctantly charged by local school administrators to assume it. Through three federal personnel preparation projects, the University of Montana Physical Education-Handicapped Program has established a transdisciplinary training program to increase the quality and number of qualified special physical educators available to the rural areas of Montana. Training is focused around the following contextual goals: interdisciplinary recruitment of training personnel, data-based and metacognition methodologies for personnel training, transdisciplinary design of instructional strategies, a preservice integrating inservice model, and university coursework premised on universal excellence. The program, resulting in a Master of Science degree, involves 54 quarter credit hours of study. Statistical data on the condition of special physical education in Montana are outlined, and strategies that were found to be successful in rural personnel preparation are listed. (JDD)

ED 299 776 EC 211 055

The Special Rehabilitation and Research Needs of Disabled Hispanic Persons. Proceedings of the Conference (Edinburg, Texas, March 1-2, 1983).
Research Assessment Management, Inc., Silver Spring, MD.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.; President's Committee on Employment of the Handicapped, Washington, D.C.
PUB DATE- 84
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accessibility (for Disabled); *Delivery Systems; *Disabilities; Hispanic American Culture; *Hispanic Americans; *Needs Assessment; *Rehabilitation; Rehabilitation Counseling; *Research Needs; Vocational Rehabilitation
IDENTIFIERS- *Service Utilization

This 1983 conference on disabled Hispanic persons had as its purpose the identification of rehabilitation needs, patterns of service delivery, and service utilization; and the development of recommendations for a systematic research approach addressing those rehabilitation needs. Issue papers include: "The Hispanic Population: An Overview" (Julian Castillo); "Barriers to Access and Utilization of Services by the Handicapped Hispanic" (Arthur Linskey et al.); "Vocational Rehabilitation Process and Hispanic Culture" (Orlando Rivera); and "Counseling and the Rehabilitation Process" (Jose Lafitte). Reactions of conference participants to the issue papers are described in the executive summary. A detailed outline of research needs in rehabilitation areas is provided. Recommendations resulting from the conference include: establishment of a national clearinghouse for information on the Hispanic handicapped; financial support for rehabilitation research; high professional standards for the research; and inter-American collaborative efforts. (JDD)

ED 299 464 CE 051 139

Bourner, Tom; And Others
Students on CNAA's Part-Time First Degree Courses. Summary Report. CNAA Development Services Publication 16.
Council for National Academic Awards, London (England).
REPORT NO.- ISBN-0-902071-37-8
PUB DATE- Feb 88
NOTE- 29p.
AVAILABLE FROM- CNAA Development Services, Council for National Academic Awards, 344-354 Gray's Inn Road, London WC1X 8BP, England.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Adult Students; *College Programs; Foreign Countries; Higher Education; *Part Time Students; *Student Characteristics; *Undergraduate Students
IDENTIFIERS- *Great Britain
A study examined the characteristics, experiences, and performance of undergraduates enrolled in part-time degree programs at polytechnics and colleges in Great Britain. Data were collected from questionnaires completed by 2,876 (of 4,227 contacted) part-time undergraduates enrolled in 66 courses in 1985. The median age of the respondents was 30, and nearly two-thirds were male. Most were married and in paid employment, and most had left school at the age of 17 or younger. Part-time day release and evening classes were by far the most commonly encountered forms of previous part-time study. The part-time students generally held higher qualifications at program entry than did their mature full-time counterparts. Only 13 percent of the part-time entrants did not hold the conventional minimum entry requirements as opposed to 37 percent of those entering Open University undergraduate courses. Improvement in career prospects was most commonly reported as students' main motivation for enrollment. Most part-time undergraduates were completing nonhonors courses, whereas most full-time students complete honors courses. One year after the original questionnaire, almost two-thirds of the original respondents were still enrolled, and over one-fifth had completed their courses successfully. (MN)

ED 299 581 CS 211 550

Olasky, Marvin N.
The Historical Importance of Jury to Press Freedom.
PUB DATE- 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Censorship; *Freedom of Speech; *Journalism; *Journalism History; *Judges; Newspapers; Press Opinion
IDENTIFIERS- First Amendment; *Juries; Libel; Media Government Relationship

Staggered by some recent libel verdicts, many journalists are neglecting lessons about press freedom learned at great cost during the seventeenth and eighteenth centuries. Journalists then learned that state power over the press, residing in the hands of either censors or judges, leads to a decrease in press freedom. In 1986, though, many media lawyers and journalists hailed the Supreme Court's Anderson v. Liberty Lobby verdict, which created a situation in which 90% of libel cases may be thrown out of court by judges before they ever reach a jury. The lesson from history, for those who wish to increase press freedom, points to the folly of relying on temporarily friendly judges. Instead, it is necessary to study the high regard juries tended to have for the press, see how that regard was earned, and then use that knowledge to improve current journalistic practice and current popular regard for journalistic freedom. Juries carry with them a risk of runaway populism, but that risk must be taken if judicial imperialism is to be avoided. (Fifty-two notes are included.) (Author/MS)

ED 299 659 EA 020 147

Berube, Maurice R.
The Influence of Teacher Unions in Politics.
PUB DATE- Apr 88
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Leadership; *Political Candidates; *Political Power; *Politics of Education; *Unions
IDENTIFIERS- *American Federation of Teachers; *National Education Association
The National Education Association (NEA, with 1.8 million members) and the American Federation of Teachers (AFT, with 600,000 members) are politically powerful teacher unions attempting to change America's educational politics. With enormous financial and manpower resources, these unions maintain effective lobbying groups seeking favored legislation and political machines supporting local, state, and national candidates. Teacher unions have become the chief representatives of American education. This paper evaluates teacher unions' political effectiveness. On balance, the unions have been reasonably effective; they have successfully supported mayors, governors, state legislators, members of Congress, and one U.S. President, Jimmy Carter. However, their power has not been absolute. Teacher unions did not become politically active until the mid-1960s, when political action committees supporting local candidates were formed. Teacher unions' power is weakened by their intense organizational rivalry and their differences concerning certain educational, social, and political objectives. The NEA, originally more conservative, has moved to an extremely liberal orientation; the AFT, which long supported a liberal, even radical agenda, has moved slightly to the right of center. Since 1972 both unions have supported only Democratic candidates for President, but by 1980 the NEA and AFT were supporting rival candidates in the Democratic presidential

primaries. Generally, both unions have been reactive to contemporary school reform efforts. From the equity wave of the 1960's to the excellence movement of the 1980's, they have been followers, rather than initiators. Although both unions are opposed to competency tests for experienced teachers, vouchers, and tuition tax credits, NEA has become suspicious of the excellence movement, and AFT is more comfortable with it. Various other ideological differences are discussed at length. Included are 46 references. (MLH)

ED 299 703 EA 020 444

Leithwood, K. A.
Description and Assessment of a Program for the Certification of Principals. A Prototype Curriculum for Principal Certification Programs.
Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-3506-8
PUB DATE- 88
NOTE- 83p.
CONTRACT- 0909
AVAILABLE FROM- Sales, MGS Publications Services, 880 Bay Street, 5th Floor, Toronto, Ontario, M5S 1V6 ($6.50 Canadian; prepaid by check or money order payable to Ontario Institute for Studies in Education; also available in French under title "Description et evaluation d'un programme de formation a l'intention des directeurs d'ecole").
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Education; Administrator Evaluation; *Administrator Qualifications; Adult Education; *Certification; Curriculum; Educational Administration; Elementary Secondary Education; Foreign Countries; Higher Education; Models; *Professional Education; Program Descriptions; *Specialist in Education Degrees
IDENTIFIERS- Ontario
This monograph describes and assesses the value of a program for the certification of those aspiring to the principalship in Ontario. An existing program, offered through the Centre for Principal Development at the Ontario Institute for Studies in Education, was taken as a point of departure for the period. From this experience, a prototype curriculum was developed using two bodies of research-based knowledge: knowledge concerning effective school administration practices and knowledge concerning the design of effective adult instruction. The resulting prototype consists of the following components: (1) a conception of effective school administration; (2) curriculum objectives based on this conception; (3) a model of adult learning; (4) instructional strategies reflecting such a model; (5) instructional materials; and (6) student and curriculum evaluation procedures. References are included, and sample instruments are appended. (Author/TE)

ED 299 718 EC 210 797

Vance, Booney, Ed.
Assessment of Young Children. Special Issue.
Council for Exceptional Children, Reston, VA. Council for Educational Diagnostic Services.
PUB DATE- 88
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Child Development; *Diagnostic Tests; *Disabilities; *Educational Diagnosis; Evaluation Methods; *Handicap Identification; Infant Behavior; Infants; *Labeling (of Persons); *Preschool Children; Preschool Education; Student Evaluation; Toddlers
IDENTIFIERS- Developmental Delays; *Early Identification; Education of the Handicapped Act Amendments 1986; Individualized Family Service Plans

This special issue of the "CEDS/Newsletter" is devoted to the theme of "preschool, early childhood, and infant assessment." It emphasizes the need for early assessment and intervention with young handicapped children. An article by Linda Pearl, "Issues in Infant Assessment," covers the purpose of infant assessment, the stability and continuity of development during infancy, the impact of fragile medical conditions on development, the limited responses which infants can use, and the effect of state change and exhaustion on assessment. Booney Vance's article on "Assessment of Preschoolers" describes the Individualized Family Service Plan and issues and roles for educational diagnosticians. "Some Cautions Regarding the Use of the Term Developmentally Delayed When Labeling Young Children," by Koress Kutsick, addresses concerns about utilizing specific handicapping labels for young children and the impact on parents of labeling. "Implications of P.L. 99-457 for the Educational Diagnostician: Some Issues and Concerns," by Ronald Taylor and Stephen Richards, outlines the difficulties in early identification of mild handicaps in preschool children, and lists a sampling of assessment instruments used with young children. (JDD)

ED 299 396 CE 050 984

No Way Out: Working Poor Women in the United States.
National Commission on Working Women, Washington, D.C.
PUB DATE- May 88
NOTE- 32p.
AVAILABLE FROM- Wider Opportunities for Women, 1325 G Street, N.W., Lower Level, Washington, DC 20005 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; Advocacy; *Economically Disadvantaged; *Employed Women; *Employment Problems; *Equal Opportunities (Jobs); *Minimum Wage; Part Time Employment; *Poverty; Salary Wage Differentials; Sex Discrimination; Sex Fairness; Unemployment

This report examines the situation of the one-half of the nation's nine million working poor who are female. It begins by looking at just who the working poor are. Two areas of study are education levels and types of jobs. The discussion then shifts to minimum wage earners and their characteristics, the current status of the minimum wage, and the types of jobs that are minimum wage jobs. The report then considers a corollary of the increase in low-wage and minimum wage jobs--the growth of part-time and temporary employment. Next, discussion focuses on unemployment, which is closely linked to part-time and temporary employment. Barriers to higher wage jobs are also identified, including the lack of affordable, reliable child care; occupational segregation and wage discrimination; and the education and training that women and girls receive and that often prepare them for a lifetime of poverty-level wages and poverty. Wider Opportunities for Women makes recommendations for improving conditions for working poor women.

These recommendations speak specifically to what can be done by the corporate sector/employers, the public sector/legislators, union leaders, the education and training sector, and the media and communications sector. Many are common sense strategies related to laws already in effect, but an interwoven theme throughout all the sectors is the need for new leadership and advocacy. (A bibliography offers 52 citations.) (YLB)

ED 299 492 CG 021 138

Fisher, Christine R.
Latchkey Children.
PUB DATE- Jul 88
NOTE- 33p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Dissertations/Theses - Undetermined (040) Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Achievement; Annotated Bibliographies; *Child Welfare; Emotional Problems; *Employed Parents; *Latchkey Children; *School Age Day Care; Social Development

This document discusses latchkey children. It states the problem to be the academic, social, and emotional effects experienced by "latchkey children." Eleven papers or articles on these academic, social, and emotional effects are annotated. Fifteen papers or articles on types of programs available for latchkey children are also annotated. Nine terms such as "isolation" and "self-care" are defined. The following points are summarized: (1) the emotional impact of the latchkey situation depends on the situation, but fear that someone would break into the house was the most common fear and hiding the most common method of coping; (2) socialization was limited because of lack of contact with parents and friends; (3) cognitive deficits existed among latchkey girls and greater concern about homework; and (4) increasing numbers of alternative programs are becoming available. The document recommends that: employers should become more involved in providing child care assistance; children should be better skilled in maintaining themselves; awareness programs for parents, teachers, and children should be developed; and child care programs should be expanded. (ABL)

ED 299 507 CG 021 153

Brink, T. L.
Secretarial Personality: The Ideal According to Holland and Bem Profiles.
PUB DATE- Apr 88
NOTE- 7p.; Paper presented at the Annual Meeting of the Western Psychological Association (68th, Burlingame, CA, April 28-May 1, 1988). Portions contain faint or weak type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Employees; *Employer Attitudes; Personality Assessment; *Personality Traits; *Personnel Directors; *Profiles; *Secretaries Sex Role
IDENTIFIERS- *Bem Sex Role Inventory; *Hollands Hexagonal Model
Personnel directors (N=34) responded to a mailed adjective checklist describing the ideal secretary. This list contained eight adjectives cxorresponding to each of Holland's six vocationally-related personality traits (Realistic, Social, Investigative, Enterprising, Conventional, and Artistic) and eight feminine and eight masculine adjectives from the Bem Sex Role

Inventory. The results revealed that the personnel directors preferred a Holland profile high in the Conventional and Social areas and low in the Artistic area ($p<.001$), but had also selected more masculine than feminine items ($p<.01$). The most frequently checked adjectives were practical, tactful, friendly, confident, self-controlled, efficient, stable, orderly, detailed, helpful, responsible, energetic, self-reliant, conscientious, cheerful, cooperative, precise, and honest. The least frequently checked adjectives were shy, introverted, impractical, complicated, popular, compassionate, risk-taker, emotional, non-conforming, pleasure-seeking, sympathetic, humble, materialistic, cautious, domineering, obedient, gentle, adventurous, convincing, and disorderly. (Author/NB)

ED 299 522 CG 021 168

Swanson, Keith Allen
Childrearing Practices and the Development of Prosocial Behavior.
PUB DATE- May 88
NOTE- 38p.; Doctoral research paper, Biola University, California.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Adolescents; *Child Development; *Child Rearing; *Children; *Parent Child Relationship; Parent Influence; *Parentin Skills; *Prosocial Behavior; Research Problems

In the developmental literature increasing attention has been give to childrearing factors and their influence on the development of childhood behavior and attitudes, focusing primarily on maladaptive behaviors. Relatively little attention has been focused on positive family factors and their influence on prosocial development. However, research suggests that childrearing practices have a great impact on children's social development. Three factors foster prosocial development: (1) a nurturing environment encourages prosocial behaviors; (2) certain teaching techniques produce prosocial behaviors in the child; and (3) some corrective measures both modify deviant behavior and promote prosocial behavior. Methodological issues in this research include the correlational nature of the research and the lack of research on causal relationships. Other limitations include subject effects on internal validity, potential bias of self-report measures, observer/rater effects, and reactivity to the experimental arrangements weakening external validity. Practical applications of this research for parents include empathy for their children, verbal encouragement for prosocial behavior, and authoritative parenting. (ABL)

ED 299 567 CS 211 532

Stoneberg, Bert, Jr.
Analytic Trait Writing Assessment, 1987-88.
Greater Albany Public School District 8J, OR.
PUB DATE- 88
NOTE- 50p.; For 1986-87 report, see ED 291 088.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Grade 5; Grade 7; Grade 9; Grade 11; *Student Writing Models; Writing (Composition); *Writing Evaluation; Writing Processes; Writing Skills
IDENTIFIERS- *Analytic Scoring; Evaluation Reports; Writing Samples
Under the leadership of the Language Arts Curriculum Committee, the Greater Albany (Oregon) Public Schools conducted its second annual district assessment of writing skills of students in grades 5, 7, 9, and 11, using the "analytic trait scoring" method (ATS). The testing procedure, diagnostic in purpose, conformed to the writing process implemented through the district's Real Writing Project, and student papers were scored by teachers on six traits that comprise good writing: ideas and content, organization and development, voice, word choice, sentence structure, and writing conventions. The test was given in four testing sessions, each on a different day: the first for introduction and prewriting; the second for writing a rough draft; the third for revising; and the fourth for writing the final copy. Average scores for the analytic traits at each grade level indicated that student papers districtwide were such that observed strengths generally balanced observed weaknesses; i.e. that student writing skills were developing as reasonably expected at their respective grade levels. (Three figures are included. Writing samples and scores are presented for each grade level, as well as charts showing the percentages of strengths and weaknesses of the writing traits. Analytic rating guides for each writing trait, a sample student profile, a sample of school distribution of scores, samples of school comparison data, and grade level data tables are appended.)

(SR)

ED 299 598 CS 506 383

Hall, G. Jon; Edwards, Pamela Jones
The Maturation of Public Relations Degree Programs--Ten Years in Retrospect: Struggles, Experiences and Analyses of a Communication-Based PR Program.
PUB DATE- Nov 88
NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Curriculum Evaluation; *Departments; Faculty College Relationship; Higher Education; Interdisciplinary Approach; Journalism Education; *Public Relations; *Speech Communication
IDENTIFIERS- Journalism Schools; University of Northern Iowa
This paper reviews the historical experience of a new public relations program housed in a speech communication department (rather than in a journalism department, which is traditional), discusses some of the internal and external struggles experienced in the implementation and administration of the program, and reports on the placement of its graduates. The program, at the University of Northern Iowa's (UNI) department of Communication and Theatre Arts, was implemented in 1978 after five years of planning. The program received support from the administration but faced problems because of its phenomenal growth. The paper describes this support and a number of attempted solutions to the problems of growth. Surveys of alumni indicate UNI's communication-based public relations degree program satisfies the felt need among students and is successful in preparing students for the marketplace. (Appendixes include degree requirements and admission requirements.) (RS)

ED 299 761 EC 211 040

DePape, Donna J.
Guidelines for Seeking Funding for Communication Aids. Revised.
Wisconsin Univ., Madison. Trace Center.
PUB DATE- 88
NOTE- 32p.; Revised editions have been supported by the Communication Aids and Systems Clinic, University of Wisconsin Hospitals and Clinics.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Agencies; *Communication Aids (for Disabled); *Disabilities; *Financial Support; Government Role; Grants; Guidelines; Philanthropic Foundations
The guidelines are intended to assist individuals seeking government or private agency help to obtain funding for the purchase of communication aids or prostheses. First, the need for a communication aid and selection of an aid or prosthesis are considered. Five steps are identified in the process of securing funding and include: (1) selecting a person to coordinate the effort; (2) deciding on the potential funding source or sources to approach, and making contact; (3) providing documentation to the funding source; (4) following up with appeals if necessary; and (5) arranging for purchase and training. Most of the document consists of appendixes which include a resource listing of possible funding sources including personal and/or family resources, insurance companies, government funded programs, service clubs, and foundations; a listing of the state agencies for crippled children; a listing of the state agencies for vocational rehabilitation programs; and a listing of six reference books on funding sources. (DB)

ED 299 381 CE 050 752

Gerling, Kenneth D.
Conducting Effective Simulator Training.
PUB DATE- 21 Sep 88
NOTE- 19p.; Paper presented at the Midwest Nuclear Training Association Annual Nuclear Instructors' Workshop (3rd, Columbus, OH, September 21-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; *Evaluation Methods; *Job Training; Learning Activities; Lesson Plans; Nuclear Power Plants; *Nuclear Power Plant Technicians; Outcomes of Education; Postsecondary Education; Program Evaluation; Simulated Environment; *Simulation; Student Evaluation
IDENTIFIERS- *Commonwealth Edison
This paper describes the simulator phase of Commonwealth Edison's program for training and licensing operators of nuclear power stations. Topics covered include (1) preparing the students before starting the simulator phase; (2) the simulator schedule and the number of students that can be trained effectively in a class; (3) format and structure of lesson plans and drill guides for the simulator phase; (4) the evaluation tools that must be used to give candidates proper feedback on their progress; and (5) the team instruction approach. In the program described, 97 percent of the technicians being tested obtained licenses. (KC)

ED 299 425 CE 051 054

O'Neil, Sharon Lund; Everett, Donna R.
Computer Business Applications II. Course Two. Information Systems Curriculum.
Association of Information Systems Professionals, Deerfield, IL.; Houston Univ., Tex. Coll. of Technology.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 88
NOTE- 187p.; For related documents, see CE 051 053-059.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Automation; Behavioral Objectives; *Business Education; *Computer Oriented Programs; *Computer Science Education; Computer Software; Curriculum Guides; Higher Education; *Information Processing; *Information Science; *Information Systems; Learning Activities; Word Processing

This course is the second of seven in the Information Systems curriculum. The purpose of the course is to build on the skills acquired in the prerequisite course, Computer Business Applications I, through the manipulation of word processing, spreadsheet, database management, and graphics software. An overview of the course sets forth the condition and performance standard for each of the five task areas in the course. These components are provided for each task area: behavioral objective, suggested teaching strategies, content, and summary. Topics covered include concepts, terminology, and components of professional workstations; hands-on operational knowledge of software and oral and written evaluations; factors to consider when comparing and evaluating computer equipment hardware and software; evaluation of and oral reports on a variety of hardware and software; and evaluation of a specific case study related to recommendations for office automation tools. A glossary of software terminology follows task area 2. Appendixes include visuals (transparencies and other teacher materials), student materials (student handouts, work sheets, and exercise materials), evaluation (end-of-task and end-of-unit questions, test items, etc.), and references (including an eight-page bibliography, articles, and resources). (YLB)

ED 299 439 CE 051 075

Sparks, J. E.
Read/Write for Personal and Economic Growth.
PUB DATE- Nov 88
NOTE- 7p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Tulsa, OK, November 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Reading Instruction; Sentence Structure; *Sequential Approach; *Vocabulary Development; *Writing (Composition); *Writing Instruction

The Read/Write for Personal and Economic Growth program starts with the writing of three-sentence paragraphs that contain a topic sentence and two major detail sentences. The program begins with short passages so that adult learners can experience immediate success. As learners progress, they receive help on such problems as sentence fragments, punctuation, spelling, usage, and thinking. The program introduces a writing vocabulary based on a power concept: first power for the main idea, second power for a major detail, third power for a minor detail. Writers cannot create a sentence that cannot explain some previous power. As students progress through the program, they are required to write longer, more complicated passages and to read more complicated supplementary reading materials. Thirty-nine sentence patterns are eventually introduced in the program. The program allows adults to move through 12 stages of writing instruction at their own pace. (An outline of the 12 stages of the power writing program, sample transition words and phrases, writing conventions, and the 39 sentence patterns are appended.) (MN)

ED 299 552 CS 009 355

Fowler, William R.
Reading as a Pastime: Competition for Time in the Elementary School Classroom.
PUB DATE- Nov 88
NOTE- 7p.; Paper presented at the Southeast Regional Conference of the International Reading Association (13th, Charleston, SC, November 9-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; Elementary Education; *Independent Reading; *Listening Comprehension; Listening Skills; *Reading Attitudes; *Reading Instruction; Reading Skills; *Recreational Reading
IDENTIFIERS- Reading Behavior; Reading Motivation
Reading as a pastime is basic to creativity and intellectual mind expansion as well as to the appropriate development of listening skills. Reasons for the decline of listening and communication skills can be attributed in part to misuse of media, to latch-key children, to decreased support from parents for reading at home, to lack of sufficient stress by teachers on the importance of pleasure reading, as well as to drugs and alcohol abuse and even to over emphasis on skills programs in the schools. Identifying problems is nearly always less difficult than finding viable solutions. Some short-range suggestions to remedy the problem include: (1) merchandising the importance of being intellectually well-rounded; (2) making time available in the classroom for pleasure reading; and (3) using less but better quality testing. A complete reorganization of the secondary education program is also recommended. (RAE)

ED 299 612 CS 506 401

Putnam, Linda; Frye, Mary
Organizational Communication: A Selected, Annotated Bibliography.
Speech Communication Association, Annandale, Va.
PUB DATE- Oct 87
NOTE- 5p.; This revised and updated version supersedes ED 298 195.
AVAILABLE FROM- Speech Communication Association, 5105 Backlick Rd., Bldg. E, Annandale, VA 22003 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Communication Research; Organizational Climate; *Organizational Communication
IDENTIFIERS- Organizational Culture

Directing the reader to books and articles making significant contributions to theory and research in the field of organizational communication, this annotated bibliography contains 43 entries, including seminal works, exemplars, and state-of-the-art pieces primarily by authors within the field of communication. The entries are grouped into 9 categories: (1) general sources; (2) theoretical perspectives; (3) communication structure in organization (networks, superior-subordinate communication, feedback, distortion); (4) communication and organizational climate (including audits, productivity, and satisfaction); (5) power, influence, and organizational conflict; (6) organizational communication education; (7) organizational communication and information technologies; (8) information processing and decision-making; and (9) communication and organizational culture. (SR)

ED 299 646 CS 506 437

Portnoy, Enid J.; Stobbe, Barbara
An Examination of the Perceptions of Older Females in Relation to Dress and Cosmetic Use.
PUB DATE- Nov 88
NOTE- 34p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; Clothing; College Students; Communication Research; *Females; Higher Education; *Older Adults; *Physical Attractiveness; Questionnaires; *Self Concept
IDENTIFIERS- Color Preferences; Cosmetics
To examine older women's appearance self-perceptions, a study surveyed two groups of older and younger subjects. The control group consisted of 93 female undergraduate students at a state university in West Virginia. The test group consisted of 85 non-institutionalized females aged 55 to 93, from senior centers, craft groups, church groups, and area shopping malls in Morgantown, West Virginia. Subjects completed a 32-item attitude measurement questionnaire with a variety of question types concerning demographic information, cosmetic use and perceptions of importance, color preferences, and clothing style satisfaction. A pilot study was conducted to test the questionnaire design and specific wording of each question. Results indicated that older women were generally satisfied with their physical appearance. Subjects seemed to have a wide discrepancy between their perceived age and their chronological age. Related to this discrepancy was their expressed preference to have certain body features changed and others masked. Responses suggested that cosmetics were important to older women but a limited amount of application and items were preferred. Older women selected hair as their best current feature and figure as their best feature in their younger days. Finally, older women preferred the color blue, followed by pink, with red chosen only by younger subjects. (Ten tables of data are included, and a sample questionnaire and 72 references are appended.) (MM)

ED 299 673 EA 020 389

Taylor, Tommie Nell
Effects of APS Reorganization on Student Climate.
PUB DATE- Mar 88
NOTE- 22p.; Paper presented at the Annual Meeting of the Research Colloquium of the School of Education, University of Pittsburgh (13th, Pittsburgh, PA, March 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Graduate School Faculty; *Group Dynamics; Higher Education; *Organizational Climate; *Organizational Communication; *Organizational Effectiveness; Participative Decision Making

Three critical factors in the Terrence E. Deal model for examining organizational climate and culture are values, rites and rituals, and communication networks, and these were assessed in a study of 80 graduate students to determine their perceptions of these elements in a university graduate program in Administration and Policy Studies (APS). The purpose of this investigation was to provide feedback to the faculty about the students' feelings about the climate and their understanding of the goals promoted by the APS department. The findings have direct organizational implications for the department. The students made excellent suggestions about ways to strengthen rites and rituals, and these could probably be strengthened by opening the reorganization process so that students could be included in the decision-making. Also, there was a strong feeling that communication of research efforts of the department was very weak. Future research is encouraged using a larger sample with a wider variety of age, sex, race, and nationality. References, statistical tables, and the survey used are included. (LMS)

ED 299 688 EA 020 423

Lamontagne, Jacques
Educational Development in China: Characteristics and Trends.
PUB DATE- Mar 88
NOTE- 33p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Atlanta, GA, March 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Education; Elementary Secondary Education; *Enrollment; Foreign Countries; *International Education; Post Secondary Education; Public Schools; *Teacher Qualifications
IDENTIFIERS- *China

Some characteristics and trends of the educational development in the People's Republic of China (PRC) are analyzed on the basis of statistical data covering the period 1949 to 1985. During the 1950s, 1960s, and 1970s, the educational development of the PRC displayed a trend toward the reduction of educational disparities among regions and among ethnic groups. Although school enrollment increased from 1980 to 1985, the restructuring of secondary level studies resulted in a net reduction. Adult education made progress, due to radio and television universities. At the higher education level, engineering and teacher training remained the most populated, but more prominence was given to political science and law and to finance and economics. In primary schools, teachers' qualifications were upgraded and the pupil/teacher ratio was reduced, improving the quality of services. Women and national minorities have made significant progress in education, though both groups were underrepresented in 1985. Five references are appended. (Author/LMS)

ED 299 733 EC 211 012

Foss, Carol; Haasch, Patti
Preparation of Personnel for Minority Handicapped Children in Rural Settings.
PUB DATE- Feb 88
NOTE- 9p.; In: Alternative Futures for Rural Special Education. Proceedings of the Annual ACRES (American Council on Rural Special Education) National Rural Special Education Conference; see EC 211 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indians; *Cultural Differences; *Disabilities; Early Childhood Education; *Ethnic Groups; History; *Inservice Teacher Education; Practicums; Preservice Teacher Education; Rural Education; *Special Education Teachers
IDENTIFIERS- *Ojibwa (Tribe)
The paper describes a project at Bemidgi State University (Minnesota), now in its second year, to train Ojibwe and non-Native American teaching personnel working with young Ojibwe children having special needs. Major components of the early childhood cross cultural teacher education project are: a cross-cultural internship in which advanced intern students are teamed with non-degreed Native American teaching personnel; weekly site visits by the field instructor to discuss on-the-job progress of intern students, development of a series of workshops for each of four reservation Head Start programs, development of an inservice program for non-Head Start personnel working with Native American preschool children, and development of training modules which incorporate Native American materials into the curriculum for traditional college students enrolled in the program. A sample section of one of the modules is also provided. The module focuses on the impact of history on the education of Indian children. A detailed timeline of events, legislation, and court cases affecting Indian education is given as are related assignments that include references to readings and films. (DB)

ED 299 777 EC 211 056

Project COMPETE: Opening Doors to the Future. Transition Program Guide. A State-of-the-Art Instructional Program for Secondary Students with Severe Handicaps.
Nassau County Board of Cooperative Educational Services, Westbury, N.Y.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 86
NOTE- 126p.
GRANT- G008430098
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Daily Living Skills; Education Work Relationship; Individualized Education Programs; *Instructional Development; *Job Training; Leisure Education; On the Job Training; Program Development; Recreational Activities; School Business Relationship; Secondary Education; *Severe Disabilities; Student Educational Objectives; Training Methods; *Transitional Programs; *Vocational Education
IDENTIFIERS- *Competitive Employment (Disabled); *Supported Work Programs

Project COMPETE was designed to promote the successful transition of students with severe handicaps from school to adult life and work in integrated community settings. The project developed an instructional program, trained staff members of the Nassau County (New York) Board of Cooperative Educational Services, recruited jobs for the students, and provided on-the-job support. This guide contains four major sections: (1) "Individual Education Plan/Transition Plan," which contains an overview and sample forms to use to identify student educational needs and to link the student to post-graduation community life; (2) "Systematic Instruction Guidelines," which covers planning effective instruction in natural environments based on the student's objectives, including instructional plan development, instructional plan implementation, and behavior plan development; (3) "Vocational Curriculum," which provides guidelines for developing competitive, supported employment; and (4) "Daily Living and Recreation/Leisure Catalogs," which lists age-appropriate, functional, referenced activities developed with the goal of helping students become independent and active members of their communities. References specific to sections 2-4 are provided, and appendices contain systematic instruction component forms and vocational curriculum forms. (JDD)

ED 299 411 CE 051 028

Cowen, Ron

Eyes on the Workplace.
National Academy of Sciences - National Research Council, Washington, DC. Commission on Behavioral and Social Sciences and Education.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
PUB DATE- 88
NOTE- 45p.; Based on proceedings of a Conference sponsored by the Working Group on Aging Workers and Visual Impairment (Washington, DC, February 1986).
CONTRACT- N0014-80-C-0159
AVAILABLE FROM- Committee on Vision, National Research Council, 2101 Constitution Avenue, N.W., Washington, DC 20418.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Aging (Individuals); Diseases; Employment Problems; *Eyes; Low Vision Aids; *Occupational Safety and Health; *Older Adults; Retraining; Safety Equipment; *Vision; *Visual Impairments; Work Environment
IDENTIFIERS- *Older Workers

During the next 25 years, the number of Americans over age 65 is expected to reach 50 million. Although many will not experience age-related visual impairments until the age of 60 or 70, some will begin to experience serious problems by the age of 40. The types of vision problems experienced by individuals as they age include difficulty in adapting to sudden changes in lighting, reduced color and depth perception, increased difficulties in dealing with barrages of visual information, and sight-threatening diseases such as diabetic retinopathy and glaucoma. As older workers continue to constitute an increasing portion of the labor force, the implications of age-related visual impairments become an increasingly important issue for employers. Many responses to this problem are possible. Improved eye care and screening techniques can help catch problems before they interfere seriously with work. Simple and inexpensive redesign of the workplace can help compensate for diminished eyesight. Retraining and closer matching of visual skills to work requirements can keep workers on the job longer. In addition, several private and government groups currently provide advice and resources for workers with vision impairment and for their employers. (MN)

ED 299 453 CE 051 109

Countdown 2000: Michigan's Action Plan for a Competitive Workforce. Prepared by the Governor's Cabinet Council on Human Investment, Adult Literacy Task Force.
Michigan Governor's Office, Lansing.
PUB DATE- Mar 88
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Adult Literacy; Educational Needs; Educational Policy; *Employment Potential; Futures (of Society); *Job Skills; Needs Assessment; Program Development; Program Implementation; *Program Improvement; *Skill Development; *State Action; Statewide Planning
IDENTIFIERS- *Michigan

Although Michigan has one of the best trained work forces in the nation, the skill gap between what the marketplace needs and what its workers can offer is continuing to widen. Michigan must develop an adult training and education system that is customer driven and customer sensitive, emphasizes shared responsibility of stakeholders, empowers individuals to invest in themselves, is user-friendly, and is accountable. The following actions are thus needed: (1) adopt a new work-readiness goal and work force literacy definition to drive all adult training and education programs; (2) establish a professionally staffed public/private policy board to oversee the new training system; (3) simplify access to all adult training and educational services; (4) develop a standard skills assessment tool to use with program participants; (5) foster joint investments and encourage individuals and the public and private sectors to form training partnerships; (6) create a human resources research and development institute to evaluate labor force needs and schools' responses to them; (7) provide formal training and technical assistance to training providers; and (8) initiate a public information/marketing campaign to promote the new system. The four chapters of this report address, respectively, the skill gap, the skills challenge, the skill-building system, and the skill-building strategy. Appendices provide interview findings, summary of state training and educational programs, examples of joint investments, and a bibliography. (MN)

CG

ED 299 465 CG 021 110

Bastida, Elena M.; O'Flaherty, Kathleen M.
The Impact of Community Structure on the Status of the Elderly.
PUB DATE- Nov 87
NOTE- 15p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (40th, Washington, DC, November 18-22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Demography; *Economic Factors; Health Services; *Human Services; Income; *Older Adults; Political Power; Population Trends; *Rural Urban Differences; *Social Environment; Social Structure
This study examined the underlying influence of the social context, as measured by selected structural characteristics, on the resources available to the elderly in 99 counties across Kansas, Missouri, New Mexico, and Arkansas. These four states were chosen because each reflected national patterns for age concentrations and for the historical development of aging programs and each exhibited variations in urban/rural population, migration patterns, socioeconomic structure, and ethnic concentration. Data on economic, demographic, health care, and political structures were taken from the 1980 United States Census of the Population and the 1983 County and City Data Book. Additional data were provided by the four state associations for hospitals and nursing homes. Data analysis indicated that the rural elderly were a unique population group, living farther from needed services, especially health care services. They lived in more age dependent populations and were older, poorer, and more likely to live in economically depressed communities than were the urban elderly. In general, demographic and economic indicators were the strongest predictors in analyses, explaining as much as 63% of the variance in median income residents 65 years of age and older. The importance of the social context was verified by the study. The political structure, however, was not as strong a predictor in the models as might have been anticipated. (NB)

ED 299 479 CG 021 124

Sherman, Joel D.; And Others
Dropping Out of School. Volume III: Program Profiles.
Pelavin Associates, Inc., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Dec 87
NOTE- 113p.; For related documents, see CG 021 120-123.
LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; Elementary Secondary Education; *Program Design; *Program Effectiveness
IDENTIFIERS- *Site Visits

In 1986, the United States Department of Education contracted with Pelavin Associates to conduct a study of the dropout problem in the United States. The research project was undertaken to provide a national overview of the dropout problem, focusing specifically on gender differences; and to identify successful or effective strategies for serving dropout-prone youth and school dropouts. The research was conducted in two phases, consisting of a research review and site visits to nine dropout prevention and recovery programs identified through the review to be relatively effective in reducing the incidence of school dropouts. The findings are reported in three volumes. This document, Volume III--Program Profiles, presents detailed descriptions of the nine programs reviewed in the site visits. The descriptions include information about the programs' background; the targets of the interventions; program organization and structure; program staff and services; and the effects of the program on attendance, achievement, and retention in school. The nine programs included in the report are: (1) Valued Youth Partnership (San Antonio, Texas); (2) Model School Adjustment Program (Broward County, Florida); (3) Project COFFEE (North Oxford, Massachusetts); (4) Peninsula Academies (Redwood City, California); (5) Dropout Prevention Program (New York City Public Schools); (6) LaGuardia Middle College High School (Queens, New York City); (7) Satellite Academy (New York City); (8) Educational Clinics (Washington State); and (9) Second Chance Pilot Program (Colorado). (NB)

CS

ED 299 536 CS 009 308

Kersting, Frank; Ferguson, Janice
Narration in Reading Remediation.
PUB DATE- 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Case Studies; Content Area Reading; *Language Experience Approach; Language Skills; *Narration; Primary Education; *Reading Improvement; Reading Research; Reading Skills; *Remedial Reading; *Story Grammar; Teaching Methods
IDENTIFIERS- *Story Frames; Whole Language Approach

A case study examined the whole-part application of the language experience approach to reading as used for students whose reading development is severely delayed. The subject, a third-grade female student reading on the first-grade level as determined by the Woodcock Reading Mastery Tests-Revised (Woodcock, 1987), participated in a reading remediation program. The method used was the narrative technique and other remediation procedures such as word attack and sight word practice, and oral and silent reading in the SRA series. At the end of 6 months of instruction, the subject's reading level had improved to the grade level of 2.6. These results suggest that the language experience approach could prove to be a viable technique in reading instruction for prereaders, readers, and illiterate adults. The literature on narration provides a systematic format for developing stories that resemble reading texts. The stories can be used to teach story frame and improve semantic, syntactic, and comprehension skills. Applied seatwork can be assigned which strengthens the individual's skills in those areas. As an individual develops more competency in narration, reading ability in inferencing and structure should improve. (Twenty-one references are attached and one figure is included.) (RAE)

ED 299 582 CS 211 551

Ottawa County Writing Process Model for PPO Assessments.
Ottawa County Office of Education, OH.
PUB DATE- 88
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Elementary Secondary Education; Writing (Composition); *Writing Evaluation; Writing Instruction; Writing Processes
IDENTIFIERS- *Writing Tests

This guide outlines the writing procedures for English Composition Pupil Performance Objective (PPO) assessments and tests. Procedures for both students and teachers are included for the prewriting, first draft writing, and revising/rewriting sessions. A brief guide to evaluation procedures and intervention strategies is also provided. (MM)

ED 299 631 CS 506 421

Trank, Douglas M.
Standardized Tests as a Measure of Value-Added to Communication Students.
PUB DATE- Nov 88
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988). Printed on colored paper.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; Speech Communication; *Speech Instruction; *Standardized Tests; *Student Evaluation
IDENTIFIERS- *Value Added Testing
Standardized tests can be a valuable part of a value-added assessment package which attempts to determine what students gain from the college experience in general, and from communications courses in particular. The critical issues concerning assessment center around who will evaluate what skills and values with which instruments. Within the communication discipline, standardized tests such as the Communication Competency Assessment Instrument (CCAI) and the College Outcomes Measures Program (COMP) can make a valuable contribution to these efforts by helping to demonstrate the "value-added" by a course or curriculum in quantifiable statistical terms. Such standardized tests do not, however, respond to all the problems associated with assessment. Their administration is costly in terms of money, time, and effort. There is also no consensus within the discipline that these instruments actually measure the critical knowledge and skills students ought to possess. An externally mandated and monitored assessment model may well reduce instructional planning to "teaching to the test." It is up to the professionals in the discipline to ensure that standardized tests are not the only tools employed to assess what students need, know, and learn in communication courses. Such tests, along with other assessment measures, can help practitioners demonstrate the quality of students' educational experience to colleagues, students, administrators, and an interested public. (Thirty-three references are attached.) (SR)

ED 299 704 EA 020 445

Gerald, Debra E.; And Others
Projections of Education Statistics to 1997-98.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-88-607
PUB DATE- 88
NOTE- 155p.; This report supersedes ED 262 472.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00356-2": $8.50).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Degrees (Academic); *Educational Finance; *Educational Trends; Elementary Secondary Education; *Enrollment Trends; Expenditure per Student; Futures (of Society); Government Publications; Graduates; Higher Education; Long Range Planning; National Surveys; *Prediction; *Public Schools; *School Statistics; School Surveys; Statistical Analysis; Statistical Surveys; Tables (Data); Teacher Salaries; Teacher Supply and Demand; Trend Analysis
This report, the 18th in a series begun in 1964, provides a set of projections for most key education statistics. The report includes tables, charts, and narratives about data on enrollment, teachers, graduates, and expenditures for the past 15 years and projections for the next 10 years. The report is divided into three parts: (1) Projections and Analyses; (2) Projection Methodology; and (3) Technical Appendixes, which include: (1) supplementary tables; (2) tables of statistical confidence limits for selected projections; (3) a discussion of data sources; and (4) a glossary. (SI)

ED 299 719 EC 210 798

Deiner, Penny L.; Whitehead, Linda C.
Delaware FIRST: Implementing Handicapped Infant/Toddler Curriculum through Families and Family Day Care Providers.
PUB DATE- Apr 88
NOTE- 34p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; *Disabilities; *Family Day Care; Family Involvement; Infants; Inservice Education; *Intervention; *Mainstreaming; Preschool Education; *Program Development; Recruitment; Respite Care; Screening Tests; State Programs; Toddlers; *Training
IDENTIFIERS- Delaware; *Early Intervention; Individualized Family Service Plans
The Delaware FIRST Program is designed to meet the needs of handicapped infants and toddlers through trained family day care providers. The program is based on a developmental family systems approach. It strives to provide families with ongoing support by offering mainstreamed family day care or respite care, by developing and/or facilitating an Individualized Family Service Plan to be carried out both in the home and day care setting, and by helping families to utilize resources effectively. Described are recruitment of families and family day care providers, screening and preservice general training of family day care providers, training philosophy, child and family screening and assessment, the Individualized Family Service Plan, matching families and family day care providers, specific training about the child, and inservice training. Program services to day care providers include a toll-free information number, newsletters and information sheets, special equipment, a lending library, a toy lending system, and a home visitor service. Support services to families include home visits, newsletters and information sheets, a lending library, and toys and materials. Attachments include flow charts, a sample newsletter and sample activity plan, and information on mainstreaming, learning language, and the toy lending system. (JDD)

ED 299 747 EC 211 026

Reetz, Linda; And Others

Alternative Homework for the Mildly Handicapped Elementary Student: Try Gaming!

PUB DATE- Feb 88
NOTE- 11p.; In: Alternative Futures for Rural Special Education. Proceedings of the Annual ACRES (American Council on Rural Special Education) National Rural Special Education Conference; see EC 211 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Skills; *Educational Games; Elementary Education; Family Involvement; *Homework; Learning Activities; *Mild Disabilities; Parent Attitudes; *Parent Participation; Parent Teacher Cooperation; *Parent Workshops; Rural Education; Student Motivation; Teacher Developed Materials

This paper demonstrates the use of teacher-made and parent-made instructional games to practice basic skills, as an alternative to traditional homework assignments. The game formats provide mainstreamed mildly handicapped students with the additional practice necessary to achieve mastery, in an environment that is more motivating and allows for enjoyable family involvement. The differences between types of homework assignments (practice, preparation, and extension) are described, and results of a poll of 500 rural parents of fifth-grade students about their views on homework are noted. The paper concludes with guidelines for planning a parent night, to present the idea to parents and to provide them with opportunities to create their own games and materials to take home. (JDD)

ED 299 397 CE 050 985

Beck, Judy A.
Wider Opportunities: Combining Literacy and Employment Training for Women. A Program Model.
Wider Opportunities for Women, Inc., Washington, D.C.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 88
NOTE- 68p.; For related document, see CE 051 144.
AVAILABLE FROM- Wider Opportunities for Women, 1325 G Street, N.W., Lower Level, Washington, DC 20005 ($7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Access to Education; Adult Education; *Economically Disadvantaged; Educational Opportunities; *Employment Programs; *Job Training; *Literacy Education; Models; Mothers; *One Parent Family; Program Development; Program Evaluation; Standards; *Womens Education

This manual outlines a program model that combines employment training with literacy building for low-income single mothers. Chapter I introduces these programs. Chapter II discusses barriers that a low-income single mother faces. Chapter III offers directions for thinking about the feasibility of moving into literacy services by conducting a program and community assessment. Chapter IV describes three elements that set the framework for the literacy training and that must be compatible with the employment-related aspect of the program--adopting a set of standards, identifying a client population, and establishing a budget. Chapter V discusses the standards, implementation strategies, and issues related to recruitment, intake, and assessment. Topics covered in Chapter VI on service delivery include program design, staffing, instructional strategies, support services, evaluation of progress, and rewards for program participation. Chapter VII deals with impact as a way of documenting the success of the individual woman and of the program as a whole. Worksheets, checklists, sample materials, and other relevant resources are included within Chapters III-VII. Chapter VIII lists adovcacy issues and recommends policy initiatives and directions to increase women's and girls' access to literacy programs. Chapters IX and X contain a conclusion and annotated bibliography. (YLB)

ED 299 493 CG 021 139

Nommay, Daniel E.
The Effects of Family Structure on Intelligence and Academic Achievement.
PUB DATE- Jul 88
NOTE- 37p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Dissertations/Theses - Undetermined (040) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Achievement; Annotated Bibliographies; *Birth Order; Family Characteristics; *Family Influence; *Family Size; *Family Structure; *Intelligence; Racial Differences

This document focuses on published materials on the topic of the effects of family structure on intelligence and academic achievement from the last 15 years. Fourteen terms such as "birth order" and "spacing" are defined. Forty-five papers, published from 1973 to 1986, are annotated. Research results are summarized in the areas of family size, parents' input, spacing, birth order, tutoring effect, race, predicting Scholastic Aptitude Test score trends, family effects on verbal scores, and the predicting abilities of the confluence model on individuals. These summarizations are presented: (1) intellectual ability and educational achievement decreased as family size increased; (2) age of the individual affected birth order results; (3) family constellation effects appeared to have a greater impact on verbal than on non-verbal scores; (4) sex of the sibling had an impact on the tutoring effect with females being the greater benefactor; (5) confluence model faired poorly in accounting for racial differences in achievement test scores; and (6) parents' education, encouragement, and income contributed to the cognitive development of their children. It is recommended that an individual family should consider these findings and apply them to their situation when planning a family since families need to be aware of their own limitations; parents need to be aware which family variables shape the intellectual environment of their children. It is further recommended that educators need to stay aware of future research to understand the family's role in shaping a student's mental development. (ABL)

ED 299 523 CG 021 169

Quackenbush, Marcia, Ed.; And Others
The AIDS Challenge: Prevention Education for Young People.
REPORT NO.- ISBN-0-941816-53-2
PUB DATE- 88
NOTE- 511p.
AVAILABLE FROM- Network Publications, P.O. Box 1830, Santa Cruz, CA 95061-1830 ($34.95 hardvoers--ISBN-0941816-54-0; $24.95 pbk.--IOSB-0-941816-53-2; add 15% for postage and handling).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Books (010)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; Children; Elementary Secondary Education; *Health Education; *Instructional Materials; Preschool Education; *Prevention

This book on Acquired Immune Deficiency Syndrome (AIDS) education was developed by national and international experts to aid educators, professionals, parents, and youth leaders in developing and implementing AIDS education programs. Included are: (1) "Living with AIDS" (Jack Martin Balcer); (2) "The AIDS Epidemic: Problems in Limiting Its Impact" (Paul Volberding); (3) "A Dangerous Presence: AIDS in the World Today" (Michael Helquist); (4) "The Laboratory Role in the Study of AIDS" (Judith Wilber); (5) "Acquired Immunodeficiency Syndrome in Infants, Children and Adolescents" (Sandra Schwarcz and George Rutherford); (6) "Developing Community Support for School-Based AIDS Education" (Debra Haffner); (7) "Involving Parents in AIDS Education Programs" (Manya Ungar); (8) "Teacher Training for AIDS Education" (Ellen Wagman and Sandra Orwitz Ludlow); (9) "Evaluation of AIDS Education Programs" (Joyce Fetro); (10) "Natural Allies: Youth Organizations as Partners in AIDS Education" (Jane Quinn); (11) "AIDS Education in a Medical Setting" (Sylvia Villarreal); (12) "AIDS Education in School Settings: Preschool-Grade 3" (Marcia Quackenbush); (13) "AIDS Education in School Settings: Grades 4-6" (Jory Post); (14) AIDS Education in School Settings: Grades 7-9" (Cheri Pies); (15) AIDS Education in School Settings: Grades 10-12" (Marcia Quackenbush); (16) "AIDS Education in Religious Settings: A Catholic Response" (Catherine Pickerel); (17) "Educating for Life: AIDS and Teens in the Jewish Community" (Andrew Rose); (18) "AIDS: Contemporary Challenge to the Protestant Churches" (Claudia Webster); (19) "Controversial Issues in the Classroom" (Mary Lee Tatum); (20) "Adolescents and AIDS: Legal and Ethical Questions Multiply" (Abigail English); (21) "AIDS and IV Drug Use: Prevention Strategies for Youth" (Jack Stein, Sally Jo Jones, and Glen Fischer); (22) "HIV-Infected Students and Schools" (interview with David Kirp); (23) "The Epidemiology of AIDS in Hispanic Adolescents" (Kenneth Castro and Susan Manoff); (24) "Developing Innovative AIDS Prevention Programs for Latino Youth" (Ana Consuelo Matiella); (25) "Delivering Difficult Messages: AIDS Prevention and Black Youth" (Renetia Martin and Florence Stroud); (26) "Runaways, Homeless and Incarcerated Youth" (Renee Woodworth); (27) "AIDS Prevention and Education with Gay and Lesbian Youth" (A. Damien Martin); (28) "AIDS Education for the Hemophilic Youth" (Donna DiMarzo); (29) "AIDS Education for Individuals with Developmental, Learning or Mental Disabilities" (Lynne Stiggall); and (30) "Teaching About AIDS: Youth with Sensory or Physical Disabilities" (Katherine Simpson). Relevant guidelines, recommendations, resolutions and other materials are appended. (NB)

ED 299 568 CS 211 533

Bentley, Nancy M.
"A Separate Peace" by John Knowles: An Annotated Bibliography.
PUB DATE- 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Higher Education; *Literary Criticism; *Novels; Secondary Education; *Twentieth Century Literature; United States Literature
IDENTIFIERS- *Knowles (John); *Separate Peace

Focusing on critics' analyses as well as the author's literary techniques, this annotated bibliography is designed to aid teachers in presenting an in-depth study of John Knowles' "A Separate Peace." Critical annotations are provided for three categories of citations: (1) English-language literary journal articles (17 annotations); (2) abstracts of doctoral dissertations (2 annotations); and (3) sections of books focusing on various aspects of Knowles' novel (3 annotations). (MM)

ED 299 660 EA 020 182

Baum, Milt R.
Case Study of State Educational Agency Use of ESA and Staff Development. ESA Involvement in Staff Development.
PUB DATE- Apr 88
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational History; Elementary Secondary Education; Mentors; Networks; School Taxes; Special Education; *Staff Development; *State Departments of Education; *State Standards; *Superintendents
IDENTIFIERS- *Oregon
The education service districts (ESDs) in Oregon have been a strong force for staff development since 1849, a decade before statehood. This report outlines the organization of Oregon school systems over the past century, highlighting the creation of county superintendents, rural school districts, special education programs, and tax standards enacted in 1977 and 1979. The 1981 legislative session further amended the ESD budgetary and levying authority by limiting its tax levy to a 6 percent yearly increase. (Provision was made for an increased special levy for handicapped, bilingual, and other special programs.) The 1983 Oregon Action Plan states that "local school districts shall develop and implement staff development programs related to district evaluation systems and school improvement plans." Oregon Public School Standard 606 requires that local districts provide appropriate staff development activities related to program improvement, and Standard 715 also requires districts to have staff development policies and and plans. Other relevant statutes, requirements, and enforcement measures are briefly discussed. Current statutes authorize the Oregon Board of Education to eliminate noncomplying ESDs via merger with an adjoining ESD meeting the standard. The 1987 legislature provided $5.4 million in local school district grants to provide assistance to beginning teachers through mentorships and to stimulate school improvement and professional development. The Oregon Department of Education also provides mentor training and technical assistance. The department also provided 1988 funding for consortia, professional development centers, and ESD Association motivating activities. (MLH)

ED 299 762 EC 211 041

Weiss, Rhonda; And Others
Working Together: A Parent's Guide to Learning Disabilities.
Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.
PUB DATE- Sep 87
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Education; *Child Advocacy; *Decision Making; *Due Process; Elementary Secondary Education; Handicap Identification; *Individualized Education Programs; *Learning Disabilities; Parent Rights; Postsecondary Education; Referral; Student Characteristics; Student Evaluation; Student Placement; Student Rights

Intended for parents, the guide provides an introduction to learning disabilities, the programs and services available to the learning disabled child through the public schools, the rights of parent and child, as well as suggestions for helping and advocating for the child. The first chapter considers characteristics of learning disabilities, cause, and outlook. Referral, evaluation, and decision making at a staffing (which includes the parent) are considered next. The third chapter explains what the individualized education program (IEP) must contain, the IEP conference, and IEP reviews. Varieties of programs are discussed in the fourth chapter and include the regular education program, the resource teaching program, and self-contained class, and special school placement. Specific parental and student rights in the areas of consent, notice, evaluation, least restrictive environment, records, and hearings are considered next. Suggestions to parents advocating for their child cover the initial staffing and IEP meeting, annual IEP review meetings, communicating with professionals, and questions parents should ask. Tips for parents at home are offered next followed by suggestions for planning for after high school. The final chapter lists resources and references including government agencies, organizations, and information sources. A glossary of frequently used abbreviations is also provided. (DB)

ED 299 382 CE 050 755

Anfinson, Ronald H.
Model of a Learning Segment.
PUB DATE- Sep 88
NOTE- 13p.; Paper presented at the Midwest Nuclear Training Association Annual Instructor Training Workshop (3rd, Columbus, OH, September 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Competency Based Education; *Instructional Development; *Instructional Materials; *Learning Modules; Material Development; Models; Nuclear Power Plant Technicians; *Systems Approach; *Training Methods
IDENTIFIERS- *Learning Segments
Developers who use the systems approach to training begin developing a lesson by identifying the skills and knowledge to be learned and the kinds of learning experiences required. The next step is to develop instructional segments. These segments include all instructor and trainee activities required to master the skill. Learning segments include the following components: presentation, explanation/demonstration, transitional practice (including cues and feedback), criterion practice (plus additional feedback), and a criterion test. Most of the learning takes place during active practice. Demonstrating and cuing are used to achieve error-free learning. The progression of the sequence is logical, with the criterion test forming the basis for student goals. (This module uses materials that might be included in a learning segment for nuclear power plant operators to illustrate the workings of the learning segment model. Step-by-step procedures for developing effective simulated practice are provided, including guidelines on scaling down practice and altering inputs, actions, and standards.) (MN)

ED 299 426 CE 051 055

O'Neil, Sharon Lund; Everett, Donna R.
Database Systems. Course Three. Information Systems Curriculum.
Association of Information Systems Professionals, Deerfield, IL.; Houston Univ., Tex. Coll. of Technology.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 88
NOTE- 128p.; For related documents, see CE 051 053-059.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Automation; Behavioral Objectives; *Business Education; Computer Oriented Programs; *Computer Science Education; Computer Software; Curriculum Guides; *Database Management Systems; Higher Education; *Information Processing; *Information Science; *Information Systems; Learning Activities; Word Processing
This course is the third of seven in the Information Systems curriculum. The purpose of the course is to familiarize students with database management concepts and standard database management software. Databases and their roles, advantages, and limitations are explained. An overview of the course sets forth the condition and performance standard for each of the five task areas in the course. These components are provided for each task area: behavioral objective, suggested teaching strategies, content, and summary. Topics covered include database management terms, concepts, vocabulary, and principles; hands-on operational knowledge of database management software; factors to consider in comparison and evaluation, selection, modification, and utilization of database management software; gathering information to design, create, set up, utilize, and integrate a database in an automated environment; and implementation of a database management system and written documentation. A glossary of database management management terminology follows task area 1. Appendixes include visuals (transparencies and other teacher materials), student materials (student handouts, work sheets, and exercise materials), evaluation (end-of-task and end-of-unit questions, test items, etc.), and references (including an eight-page bibliography, articles, and resources). (YLB)

ED 299 440 CE 051 077

Wolfbein, Seymour L.
The New Labor Force or Where Will We All Be in the Year 2000.
Philadelphia Jewish Employment and Vocational Service, PA. Vocational Research Inst.
PUB DATE- 87
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Demography; *Economic Change; *Employment Patterns; *Employment Projections; Entry Workers; Females; *Futures (of Society); *Labor Force; Minority Groups; Older Adults; Population Trends; *Social Change

Many dramatic changes in the U.S. labor force are projected to occur around the turn of the century. For the first time, the United States will have an age cohort in the work force with equal representation by sex, that is, 50-50 for men and women aged 16 to 24 in the labor force. It is projected that in the year 2000 there will be 2.6 million fewer 16- to 24-year-olds in the work force than in 1980. Thirty percent of all new workers will be minority group members (a 50 percent increase over 1980). If non-Hispanic white women are added to this group, the figure becomes 65 percent, thus leaving white males to account for only 35 percent of the work force. The trend toward early retirement is expected to continue. It is thus expected that in the year 2000 four out of every five American workers will be in their middle adult years (between 25 and 59). Women will account for about three out of every five workers, with the greatest increases in labor force participation being among women in the category "married with husband present." Minorities will account for two of every five workers. Another important factor is the general aging of the population. In contrast to the past, large numbers of young persons will not be available to fill all of the jobs vacated by older, more skilled workers. (MN)

ED 299 508 CG 021 154

Nowack, Kenneth M.
Coping Style, Cognitive Hardiness, & Health Status.
PUB DATE- 1 May 88
NOTE- 23p.; Paper presented at the Annual Meeting of the Western Psychological Association (68th, Burlingame, CA, April 28-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; *Coping; *Mental Health; *Physical Health; *Professional Personnel; *Stress Variables; Well Being
Much research has examined how individuals cope with work and life stress. Findings have suggested that stress, generally measured as major life events or daily hassles, may be less important to both physical and psychological well-being than are other individual appraisal and coping processes. This study was conducted to examine the effects of coping style and cognitive hardiness on physical and psychological health status. Measures of coping style (intrusive positive thoughts, intrusive negative thoughts, avoidance, problem-focused coping), cognitive hardiness, stress, health habits, psychological distress, and physical illness were collected for 194 professional employees. Multiple regression analyses revealed that intrusive negative thoughts and avoidance coping approaches significantly contributed to predictions of psychological distress and physical illness outcomes, respectively. Cognitive hardiness significantly contributed to predictions of psychological distress but not physical illness outcomes. Health habits were significantly related to both measures of health status. Two coping approaches, intrusive positive thoughts and problem-focused coping did not significantly contribute to predictions of either physical or psychological health status. (Author/NB)

ED 299 553 CS 009 356

Ediger, Marlow
Student Motivation in Reading.
PUB DATE- 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Goal Orientation; *Reading Attitudes; Reading Improvement; *Reading Instruction; Reading Skills; *Student Motivation; Teaching Methods; *Textbook Selection
IDENTIFIERS- Reading Behavior; *Reading Motivation

Motivation is a rather persistent problem in guiding students to read well. If a student lacks motivation, a low energy level will be available for learning to read. Through motivation, a learner is encouraged to achieve definite goals in reading. Attention and retention by the student are important in recognizing new words whether the approach is phonics instruction, syllabication, structural analysis, configuration clues, use of picture clues, or identification of words through contextual situations. Numerous reasons are given for students lacking motivation, from poor teaching methods to inadequate reading materials. Reading teachers must use a variety of stimulating methods in teaching students, and the subject matter must be of interest to students. Quality deductive methods to motivate student behavior may emphasize a teacher modeling analysis, synthesis, and evaluation in reading. Problem solving methods should also be utilized to stimulate student reading. Balance among cognitive, affective, and psychomotor objectives should be emphasized. A quality reading curriculum needs much planning, with careful attention to vital objectives, relevant opportunities to read, and evaluation procedures. (RAE)

ED 299 583 CS 211 552

Evaluation Checklist for Student Writing in Grades K-3, Ottawa County.
Ottawa County Office of Education, OH.
PUB DATE- 88
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Evaluation Methods; *Primary Education; Student Evaluation; Writing (Composition); *Writing Evaluation

Developed to assist teachers in Ottawa County, Ohio, in monitoring students' pupil performance objectives (PPOs) in grades K-3, this writing evaluation form is the primary record keeping tool in the Competency Based Education (CBE) Program. The form consists of: (1) the evaluation checklist; (2) the intervention code; and (3) record keeping instructions. Guidelines for using the evaluation checklist are provided. (MM)

ED 299 599 CS 506 384

Berube, David M.
A Prospectus for the Future Development of a Speech Lab: Hypertext Applications.
PUB DATE- Nov 88
NOTE- 24p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers "Papers Presented at..." (150)
DESCRIPTORS- Audiotape Recordings; Bibliographic Utilities; Computer Assisted Instruction; Educational Media; *Educational Technology; Higher Education; *Instructional Innovation; *Laboratories; *Speec Instruction; *Technological Advancement; Videotape Recordings
IDENTIFIERS- *Hypertext
This paper presents a plan for the next generation of speech laboratories which integrates technologies of modern communication in order to improve and modernize the instructional process. The paper first examines the application of intermediate technologies including audio-video recording and playback, computer assisted instruction and testing programs, speech analysis and criticism programs, and advanced bibliographical systems. The rest of the paper consists of an in-depth consideration of the applications of hypertext (systems of non-sequential reading and writing allowing users, by combining natural language text with the computer's capacity for interactive branching, to link information together, creating trails through associated materials). Twenty-one references conclude the paper. (SR)

ED 299 674 EA 020 394

Arya, A. S.
Protection of Educational Buildings against Earthquakes. A Manual for Designers and Builders. Educational Building Report 13.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE- 87
NOTE- 69p.
AVAILABLE FROM- UNIPUB, 4611-F, Assembly Drive, Lanham, MD 20706-4391 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Geographic Materials (133) Reports - Research/Technical (143)
DESCRIPTORS- *Building Design; *Earthquakes; *Educational Facilities Design; Emergency Programs; *Facility Requirements; *Natural Disasters; Seismology

This manual presents, in illustrated form, the protective measures needed to save educational buildings from the effects of earthquakes. The information may be used at the community level as a guide to the construction of earthquake resistant educational buildings. Primarily, the manual deals with the construction techniques used for school buildings, student hostels, and teachers' houses built of traditional materials--brick, stone masonry, wood, and adobe. The manual covers the following material: (1) where earthquakes occur and how they damage buildings; (2) design of new educational buildings; and (3) strengthening of existing buildings. Numerous figures and tables are included and two appendixes provide the international earthquake intensity scale and seismic zoning maps of some Asian and Pacific countries. Ten references are included. (SI)

ED 299 689 EA 020 426

Verstegen, Deborah A.; McGuire, Kent
Investments in Education Reform: Has the Momentum Been Retained?
PUB DATE- Apr 88
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; *Educational Finance; Elementary Secondary Education; *Finance Reform; *Financial Policy; Public Schools; *State School District Relationship

The central education policy question for the next several years i whether the state educational reform movement can be maintained. One concern in the development of education policy is whether the money necessary to accomplish these changes will be available. First, funding increases for education reform since 1983 are examined. Second, the percentage of specified reform dollars is compared, first to total state revenue and, second, to revenue from all sources, over time. Two major data sources were utilized for this study: (1) figures on reform expenditures were collected from the "National Education Association's Estimates of School Statistics, 1987-88"; (2) a questionnaire was sent to the finance director for each state department of education to determine new line-item funding and specific "education reform" funding. The data were then analyzed to determine how the states are funding the reforms they are legislating and recommending. Although many states enacted some form of increased graduation requirements and excellence policies, many of them set aside no additional aid for these measures. In conclusion, it is likely that education reform and education finance reform will be linked in an effort to achieve the tandem goals of equity and excellence in education. Endnotes, charts detailing state education reform initiatives and support, and state revenues allocated for education are appended. (LMS)

ED 299 734 EC 211 013

McGinley, Kathleen H.
Improving Special Education Services in Rural Kansas.
PUB DATE- Feb 88
NOTE- 11p.; In: Alternative Futures for Rural Special Education. Proceedings of the Annual ACRES (American Council on Rural Special Education) National Rural Special Education Conference; see EC 211 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Faculty Development; Higher Education; Practicums; *Preservice Teacher Education; *Rural Education; *Special Education Teachers; *Teacher Education; Workshops
IDENTIFIERS- *Kansas
The paper describes the Rural Special Education Preservice Project which is intended to increase the number of appropriately certified teachers in rural districts and special education cooperatives in Kansas. Problems in the state include a shortage of special education teachers, increased numbers of students qualifying for special education, high costs, high attrition among teachers in rural areas, and high travel demands placed on both students and teachers. The project is addressing these needs through two major components, first, identifying individuals currently working in rural districts and assisting them in pursuing initial or additional certification in special education; and second, the development and dissemination of specific information on rural education to both students and faculty members in university departmental certification-track, supervision, and administration classes. The first component provides stipends to identified teachers enabling them to use classroom release time to attend university courses and participate in a school year practicum. An orienting seminar focuses on issues in rural special education. The second component has involved development of a faculty workshop and 8 to 10 modules on topics in rural special education. Evaluation data indicate satisfaction is high with both participants and school district administrators. (DB)

ED 299 613 CS 506 402

Arneson, Pat; Weber, Dawn
Qualitative Research Methods in Speech Communication: A Bibliography through 1987.
Speech Communication Association, Annandale, Va.
PUB DATE- 88
NOTE- 17p.
AVAILABLE FROM- Speech Communication Association, 5105 Backlick Rd., Bldg. E, Annandale, VA 22003 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Bibliographies; *Communication Research; Higher Education; *Qualitative Research; Research Methodology; *Speech Communication
This bibliography on qualitative research methods in speech communication contains 213 entries grouped into three categories: (1) books; (2) speech communication journal articles; and (3) social science journal articles and sections in books. (SR)

ED 299 412 CE 051 034

National Assessment of Vocational Education. Second Interim Report.

National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Sep 88
NOTE- 82p.; For related reports, see ED 283 020 and ED 290 881.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Persistence; *Credits; Disabilities; Disadvantaged Youth; Dropouts; Educational Finance; *Enrollment; Federal Programs; Federal State Relationship; Financial Support; Postsecondary Education; Program Budgeting; *School Holding Power; Secondary Education; *State Federal Aid; State Standards; Student Attrition; Student Records; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984

This report contains two chapters addressing two topics: (1) the rates at which students initially enroll in postsecondary vocational education, accumulate credits, and complete a certificate or degree; and (2) the state allocation of federal funds to secondary and postsecondary levels of vocational education. The first chapter presents descriptive data on postsecondary enrollments of students engaged in vocational and academic studies, particularly in two-year and other nonbaccalaureate institutions. For different groups of students, the chapter describes rates of entry, amounts of course work taken, and rates of completion of certificate or degree programs. The results reported are based on the transcripts of nationally representative samples of persons who graduated from high school in 1972 and 1980. Comparison of the classes of 1972 and 1980 allows the determination of trends in enrollment and rates of completion among different groups of students, and the use of transcripts provides an accurate description of the mix and concentration of course work taken by students. The second chapter reports how states allocate grant funds from Title II of the Carl D. Perkins Vocational Education Act to secondary and postsecondary education, the spending of federal funds for disadvantaged and handicapped students, state funding of vocational education, and state standard-setting for vocational education. (KC)

ED 299 454 CE 051 128

Allbright, Bruce; Holup, John
Idaho Marketing Education Core Curriculum. Career Sustaining Level, Specialist Level, Supervisory Level, Entrepreneurial Level.
Idaho State Dept. of Education, Boise. Div. of Vocational Education.
PUB DATE- Jan 88
NOTE- 15p.; Some illustrations may not reproduce clearly.
AVAILABLE FROM- Idaho Curriculum Dissemination Center, College of Education #208, University of Idaho, Moscow, ID 83843 (Order No. Voc Ed #235: $2.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Business Administration; Career Development; *Competence; Competency Based Education; *Entrepreneurship; *Job Skills; *Marketing; Postsecondary Education; Secondary Education; Specialists; State Curriculum Guides; *Supervisory Methods; Vocational Education
IDENTIFIERS- *Idaho
This guide lists the competencies expected to be developed in four levels of the marketing education curriculum in Idaho: the career sustaining level, the specialist level, the supervisory level, and the entrepreneurial level. For the career sustaining and specialist levels, 15 competencies are listed: define and apply the role of marketing in the economic system, define and apply basic marketing elements, define and apply career development essentials to marketing occupations, secure employment in a marketing occupation, apply human relations skills to marketing occupations, apply the basic skills of mathematics and computers to marketing occupations, apply selling techniques to marketing, describe and apply product and service technology to marketing occupations, define and apply the critical elements of advertising, apply the basic skill of communication to marketing occupations, define and apply the basic elements of display, describe and apply operations to marketing occupations, define and apply merchandising essentials, understand management and supervisory skills, and understand entrepreneurship. Subcompetencies are listed for each competency. Sixteen additional management competencies are listed on the supervisory level, and three additional competencies are listed for the entrepreneurial level. Numerous pen and ink drawings illustrate the text. (KC)

ED 299 480 CG 021 125

Landino, Rita A.; Moynihan, Barbara
The New Haven College Consortium on Sexual Assault: A Collaborative Model.
PUB DATE- Oct 87
NOTE- 14p.; Paper presented at the Annual New England Conference for Counseling and Development (Hartford, CT, October 22-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Students; *Consortia; Crisis Intervention; Delivery Systems; Higher Education; *Intercollegiate Cooperation; *Prevention; *Program Development; *Rape; *Sexual Abuse
This paper addresses the problem of sexual violence on college and university campuses by presenting an innovative strategy designed to respond to the problem. It describes a consortium of colleges organized around a community rape crisis service and explains how representatives of colleges and universities in the New Haven, Connecticut area have joined together in an effort to respond more effectively and efficiently to campus needs for both better ways to increase awareness about sexual assault and quality initial intervention to assault victims. Specific objectives of the consortium are listed: (1) to improve the quality and frequency of sexual assault programming by standardizing rape prevention information and sharing that information among college professionals; (2) to improve access to post-rape intervention by establishing on-site satellite services of New Haven Rape Crisis Services on campuses of consortium members; and (3) to consult with other universities in order to assist them in developing both programming and on-site satellite response services. Methods used by the consortium to achieve these objectives are described and problem areas associated with the consortium model are identified. Attitudinal problems, organizational problems, and problems related to the student climate of involvement on an individual campus are discussed. Potential benefits of the consortium approach are presented. (Author/NB)

ED 299 537 CS 009 318

Charry, Myrna B.
Teaching English as a Second Language Students To Paraphrase What They Read.
PUB DATE- 18 Apr 88
NOTE- 6p.; Paper presented at a Conference of the New York College Learning Skills Association (New York, NY, April 18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English (Second Language); Higher Education; Instructional Effectiveness; Reading Writing Relationship; Secondary Education; *Second Language Instruction; Skill Development
IDENTIFIERS- *Paraphrase; *Summarization
Paraphrasing (the reading and rewriting of text material), though widely used as an alternative method of assessing comprehension, may also be viewed as an instructional technique and may be useful in the teaching of English as a Second Language. Teaching students to rewrite (paraphrase) what they read, a skill akin to summarizing, demonstrates the interrelationships between reading and writing and facilitates the integration, instruction, and mastery of both processes. It is a holistic and integrated instructional approach to language development which should prove useful with students learning English as a second language. The value of this instructional strategy is currently being assessed in a pilot experiment. (SR)

ED 299 569 CS 211 535

Hebre, Elizabeth C.
An Annotated Bibliography of Children's Books with Cajun Themes.
PUB DATE- 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; *Cultural Context; Elementary Secondary Education; Ethnic Groups; Reading Materials; Regional Dialects
IDENTIFIERS- *Cajuns; *Ethnic Literature; Louisiana; Theme (Literary)

This annotated bibliography of 45 children's books with Cajun themes includes books using Cajun dialect and common French phrases, books revealing the importance of the family unit and the "joie de vivre" associated with the Cajun culture, and books recording the regional Cajun folklore. Each annotation consists of author, title, publisher, interest level, reading level, and a brief description of the book. The books and their authors include: (1) "Cajun Folklore" (Jim Bergeron); (2) "Clovis Crawfish and His Friends" (Mary Alice Fontenot); (3) "Dark Gator, Villain of the Atchafalaya" (Tim Elder); and (4) "Cajun Dictionary" (James Sothern). (MM)

ED 299 632 CS 506 422

Twohy, Kevin M.
Resolved: That "Should" Should Appear in CEDA Debate Resolutions.
PUB DATE- Nov 88
NOTE- 6p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Students; *Debate; Higher Education; *Judges; Persuasive Discourse; *Public Speaking; Values
IDENTIFIERS- *Cross Examination Debate Association; Debate Tournaments; *National Debate Tournament
This paper argues that there is a need to take a negative position on "Resolved: that 'should' should appear in Cross Examination Debate Association (CEDA) debate resolutions." The paper also asserts that it needs to be clear that value debate is not a policy debate. The first contention offered to defend this position is that value propositions must be separated from policy propositions. The second contention is that Collegiate Debate is in a crisis. A pre-policy counterplan is proposed that suggests (1) a new organization for college debate called the Intercollegiate Debate Education Association (IDEA); (2) the students will debate one policy proposition with value-laden implications per school year; (3) a new speaking format; and (4) several changes in procedures and regulations. The paper concludes that the adoption of the proposal will mean more fun in academic debate; allow all students to compete in the same division; and provide for a much better focus on and presentation of the issues. (MS)

ED 299 647 CS 506 439

Adelson, Esther; And Others
Communication through the Arts. The Arts and Learning: Interdisciplinary Resources for Education Resource Guide 4.
New York State Education Dept., Albany.
PUB DATE- 88
NOTE- 103p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Art Activities; Art Education; *Art Expression; *Communication Skills; Dance; Elementary Secondary Education; Film Production; Interdisciplinary Approach; *Learning Activities; Music; *Nonverbal Communication; Pantomime; Photography; Social Studies; Student Journals; *Verbal Communication
IDENTIFIERS- Clowns; Masks; Murals

One of eight guides in the Arts and Learning series, this guide, which was originally developed through the arts in education program of the Syracuse (New York) City School District, is designed to integrate the arts into a portion of the social studies program, focusing on learning activities for verbal and nonverbal communication. The activities, designed for use by the classroom teacher, in some instances with the assistance of art and music teachers, are intended for kindergarten to grade 8, and can be used sequentially or selectively. Introductory information explains the organization of the guide, benefits of the program, and contains a teacher checklist. The Learning Activities section is divided into four major parts: (1) Continuous Project Activities, that should be started at the beginning and continued until the end of the program, including keeping a journal, designing a booklet about oneself called "Mighty Me," and making a mural; (2) Verbal and Nonverbal Communication, including introductory activities and movie-making; (3) Verbal Communication; emphasized through the use of "Circle Time" (group discussions of reactions to specific situations) and puppetry; and (4) Nonverbal Communication, taught through mask making, mime, clownology, body communications and dance, sound and music, and photography. Four appendixes include sample evaluation instruments, materials for "Mighty Me," advice on working with artists, and materials used with the guide. (SR)

ED 299 705 EA 020 446

Orlund, Martin E.
Trends in Real Public Elementary and Secondary School Revenues 1981-82 to 1985-86. Analysis Report.
National Center for Education Statistics (ED), Washington, DC.

REPORT NO.- CS-88-019
PUB DATE- Sep 88
NOTE- 31p.; Report deals with Data Series SP-CCD-82/86-7.2.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; *Educational Trends; Elementary Secondary Education; *Enrollment Trends; Federal Aid; Federal State Relationship; Government Publications; National Surveys; *Public Schools; School Districts; *School Statistics; School Surveys; State Aid; Statistical Analysis; Statistical Surveys; Tables (Data); Trend Analysis

This report is an analysis of statistical data covering public education revenues between school years 1981-82 and 1985-86. The data comes from the Common Core of Data (CCD) survey, an annual collection of information on public elementary and secondary schools derived from the administrative and fiscal records of the state departments of education. This analysis provides basic descriptive data documenting: (1) the degree to which financial commitments to public elementary and secondary education have changed over this period, particularly since the publication of "A Nation at Risk" in April 1983; (2) the contribution of revenues from different governmental levels to such change; and (3) the consistency of change patterns both among the states and over several consecutive years. (SI)

ED 299 720 EC 210 799

Access: Exceptional Children and Technology.
North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.; North Carolina State Dept. of Public Instruction, Raleigh. Div. of Computer Services.
PUB DATE- 88
NOTE- 110p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Assistive Devices (for Disabled); *Computer Assisted Instruction; *Computer Software; *Computer Uses in Education; *Disabilities; Elementary Education; Language Arts; Lesson Plans; *Microcomputers; Reading Instruction; Teaching Methods
IDENTIFIERS- *Apple II

The Exceptional Children and New Technology project sought to meet the instructional needs of physically handicapped, emotionally disturbed, learning disabled, and mentally handicapped children through the use of computer technology. The goals of the project were to test the instructional value of adaptive/assistive devices with exceptional children and to determine the best products, software, and applications. Four North Carolina elementary and middle schools were chosen as pilot sites. Representative adaptive/assistive devices and software were purchased, compatible with Apple II equipment. The subject area addressed was elementary-level language arts and reading. Teachers and coordinators were trained to use the products and developed learning activities with the resources. Guidelines were developed to assist teachers in using the new technology in their classrooms. For physically handicapped students, Apple IIe keyboard modifications were implemented. Approximately 20 learning activities are described in this guide. Each activity description provides appropriate ages, level of functioning, exceptionality, skill objective of the activity, basic education program correlation, software and hardware used, and a brief lesson plan. The guide concludes with: (1) forms for sample lesson plans and computer log sheets, and (2) listings of software for use with exceptional children. (JDD)

ED 299 748 EC 211 027

Collier, Catherine
Referral, Intervention, and Instruction for Culturally and Linguistically Different Children Who May Be Handicapped.
PUB DATE- Feb 88
NOTE- 16p.; In: Alternative Futures for Rural Special Education. Proceedings of the Annual ACRES (American Council on Rural Special Education) National Rural Special Education Conference; see EC 211 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; Cultural Background; *Cultural Differences; Cultural Pluralism; *Disabilities; Elementary Secondary Education; *Handicap Identification; *Intervention; Learning Problems; *Limited English Speaking; *Referral; Rural Education; Special Education; Student Placement; Teaching Methods
IDENTIFIERS- Early Intervention; Language Diversity; *Linguistic Pluralism
Rural teachers are confronted with the task of providing appropriate education to exceptional students, as well as addressing the added elements of language and culture issues as these pertain to handicapping conditions. Key points in the identification and instruction of these students are initial referral, early intervention, and appropriate placement within special services. This paper reviews the literature on these key points, focusing on the interrelationship of cultural and educational characteristics. The review concludes that research has clearly demonstrated the significant role played by acculturation factors in the inappropriate identification and placement of culturally/linguistically different students with learning and behavior problems. Research has also pointed the way for modifying the referral/staffing/placement process to more effectively meet the special needs of this population. The appendix contains the "CCDES Acculturation Scale," developed by Cross Cultural Developmental Education Services. The scale can be used to obtain an approximate measure of how acculturated a student is into mainstream American culture. It provides a useful piece of supplemental assessment information and may be used to substantiate decisions to provide intensive learning and behavior interventions for culturally/linguistically different students. The appendix also provides an outline of BISECT, an alternative intervention process developed as a result of this study. (JDD)

ED 299 778 EC 211 057

Pucciarelli, Catherine S., Ed.
A Curriculum for Mainstreamed Preschool Children Who Are Hearing Impaired developed by Project CHIME.
Nassau County Board of Cooperative Educational Services, Westbury, N.Y.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 87
NOTE- 252p.; A product of the Division of Special Education Program for the Hearing Impaired. For related documents, see EC 211 058-059.
GRANT- G008401386

LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aural Learning; Cognitive Development; *Hearing Impairments; *Housing; *Instructional Materials; Language Acquisition; *Learning Activities; Listening Comprehension; Mainstreaming; Motor Development; Perceptual Motor Learning; *Preschool Education; *Teaching Methods; Vocabulary Development
IDENTIFIERS- *Home Curriculum

Project CHIME (Children with Hearing Impairments in Mainstreamed Environments) was developed to create a curriculum for use by professionals who are providing mainstreaming opportunities for hearing-impaired preschoolers. The CHIME curriculum is divided into five activity areas that are part of the growth and development process for all preschoolers, but are particularly important for hearing-impaired children. Skill areas include: auditory, cognitive, language, gross motor, and fine motor. The complete CHIME curriculum consists of the following five units: home, self and family, community helpers, shapes and colors, and nursery rhymes and songs. Included in this document is the home unit, which provides the hearing-impaired child with the repetition he or she needs to develop vocabulary and comprehension of things related to the home. The Home unit covers the bathroom, bedroom, kitchen, living room, and front and back yards. Objectives and learning activities for each of the skill areas are outlined for each day. Included are materials for 53 activities, such as making a paper dollhouse and furniture, pasting, matching, drawing, completing worksheets, etc. A list of books, records, and educational toys and materials relating to the home unit is appended. (JDD)

ED 299 584 CS 211 553

Ottawa County Evaluation Checklist for Student Writing in Grades 4-12.
Ottawa County Office of Education, OH.
PUB DATE- 88

NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; Student Evaluation; Writing (Composition); *Writing Evaluation

Developed to assist teachers in Ottawa County, Ohio schools in monitoring students' pupil performance objectives in grades 4-12, this writing evaluation form is the primary record keeping tool in the Competency Based Education Program. The form consists of: (1) the evaluation checklist; (2) the intervention code; and (3) record keeping instructions. Guidelines for using the evaluation checklist are provided. (MM)

ED 299 466 CG 021 111

McIntosh, John L.; Kelly, Leah D.
Survivors' Reactions: Suicide vs. Other Causes.
PUB DATE- 16 Apr 88
NOTE- 29p.; Paper presented at the Annual Meeting of the American Association of Suicidology (21st, Washington, DC, April 13-17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accidents; College Students; Comparative Analysis; *Death; *Diseases; Emotional Adjustment; Emotional Response; *Grief; Higher Education; *Suicide
IDENTIFIERS- *Suicide Survivors
The literature on suicide survivors suggests that suicide grief is different than the grief associated with survivorship from other causes. The few studies that have compared groups of survivors from other causes, however, have often not observed as many differences as expected based on the suicide survivors literature. In this study, 230 college students who had survived the suicide (N=61), accidental (N=92), or natural deaths (N=77) of a family member or close friend were asked to complete a set of questionnaires. Reactions of the survivors to the death were measured by a number of questions, the Texas Revised Inventory of Grief, the Impact of Event Scale, and the Revised University of California at Los Angeles (UCLA) Loneliness Scale. Attitudes toward suicide survivors were assessed by the Aftermath of Suicide instrument. In general, many more similarities than differences were noted for the survivors of the various causes. No significant differences between the groups were observed for guilt, shame, isolation from others, or loneliness; thinking about suicide; time to resume normal functioning; or the impact of the event currently or immediately after the death. Compared to other survivors, however, suicide survivors reported significantly more stigmatizing events and blamed more people for the death. Survivors of sudden deaths, both suicidal and accidental, exhibited greater stigma and more of a desire to understand why after the death than did natural death survivors. (Author)

ED 299 494 CG 021 140

Pearish, Pamela L.
An Annotated Bibliography of Literature Analyzing Factors of Adolescent Drug Use/Abuse and the Effectiveness of Various Drug Abuse Prevention Programs.
PUB DATE- Jul 88
NOTE- 37p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Dissertations/Theses - Undetermined (040) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescents; Annotated Bibliographies; Attitudes; *Drug Abuse; *Drug Education; High Risk Persons; Prevention; Program Effectiveness; *Research Needs; *Substance Abuse
This document reviews literature which analyzes factors of adolescent drug use/abuse and the effectiveness of various drug abuse prevention programs. After a brief introduction to the topic of drug abuse, 16 terms such as "adolescence" and "drug abuse" are defined. Ten papers and articles on the topic of motivations and factors for drug use are presented. Ten articles on the effects of peer and parental influence on adolescent drug use are included. Ten articles and papers on specific program models for drug education are presented. Seven articles on evaluation and effectiveness of drug education and prevention programs are included. A review of the literature is included which presents these conclusions: (1) adolescent drug use is on the increase; (2) factors motivating and influencing adolescent drug use include the need to escape, boredom, a desire to get high, peer influence, and parent influence; (3) the educator may in the best position to help, since students spend so much of their time in school; (4) educators are increasing the adolescents' knowledge about drugs (which may only increase curiosity about drugs), but they are not positively influencing the attitudes and behavior of their students; (5) newest models appear to be emphasizing decision making skills, attitudes toward drugs, and values; (6) many of the programs studied lacked the long-term, longitudinal studies that were necessary in determining program effectiveness; (7) funding and testing procedures were factors that interfered with program effectiveness; and (8) the need for effective drug prevention programs is vitally important if there are to be significant changes in the lives of today's adolescents. Eight recommendations for drug education prevention programs are presented. (ABL)

ED 299 554 CS 009 357

Lore, Rosemary; Chamberlain, Ed
Language Development Component, Compensatory Language Experiences and Reading Program 1987-88. Final Evaluation Report.
Columbus Public Schools, OH. Dept. of Evaluation Services.
PUB DATE- Jul 88
NOTE- 66p.; For 1986-87 report, see ED 290 139.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communication Skills; *Compensatory Education; Computer Assisted Instruction; Elementary Education; Individualized Instruction; Individualized Reading; Junior High Schools; Parent Participation; *Program Effectiveness; *Program Evaluation; Public Schools; Reading Difficulties; *Reading Instruction; *Reading Programs; *Remedial Programs; Underachievement
IDENTIFIERS- *CLEAR Reading Recovery Program; Columbus Public Schools OH; Whole Language Approach
Intended to improve language and reading skills of selected underachieving students, the 1987-88 Compensatory Language Experiences and Reading Program (CLEAR) of the Columbus, Ohio, public schools served 4109 pupils in grades 1-8 in 94 schools. The program featured individual and small group instruction arranged according to pupil needs, as well as projects utilizing computer-assisted instruction (CAI). The program was evaluated through administration of the Comprehensive Tests of Basic Skills as pretest and posttest. Test results indicated that of 2,349 pupils with good attendance records who were native speakers of English, average test score gain was 6.3 Normal Curve Equivalent (NCE) points for the 6.2 months of instruction, which met the program objective of 1.0 NCE per month of instruction. Analysis by grade revealed that the objective was met in grades 3, 4, 6, and 7. Average NCE gains for students using CAI were higher than those for the regular group in grades 1-5, and lower than those for the regular group at the middle school level. Recommendations include a review of selection procedures, instructional methods, class size, and test content to determine why pupils at some grade levels did not show desired growth. (Fourteen tables of data are included; appendixes include tables of data, and survey and evaluation instruments.) (SR)

ED 299 600 CS 506 385

Colbert, Kent R.
A Quantitative Analysis of CEDA Speaking Rates.
PUB DATE- Nov 88
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Reports - Research/Technical (143)
DESCRIPTORS- College Students; Communication Research; *Debate; Higher Education; *Judges; Persuasive Discourse; *Public Speaking; Values
IDENTIFIERS- *Cross Examination Debate Association; Debate Theory; Debate Tournaments; *National CEDA Tournament; National Debate Tournament
Over recent years critics of debate have expressed disenchantment with the rate of delivery used by intercollegiate debaters. To determine how fast Cross Examination Debate Association (CEDA) debaters speak compared to normal public speaking rates, and whether CEDA has met its goal of providing a forum that is consistent with the rate of public speaking, a study examined the transcripts of the 1986, 1987, and 1988 CEDA debate finals. A computer program, "Wordcount," was used to determine the average words per minute (wpm). The total average for all speeches for the three years examined was 234 wpm. The results suggest that CEDA debate speaking rates exceed those which are generally considered to be at the top end of "normal" public speaking rates (100 to 200 wpm) range. Several possible overlooked factors which may encourage debaters to speak more rapidly include (1) the environment in which the activity takes place; (2) the amount of reading typically involved in debate; and (3) the competitive nature of debating. Debate judges should consider honoring their listening skills before concluding that rapid speech is necessarily incomprehensible. (One table of data is included, and 24 references are appended.) (MS)

ED 299 614 CS 506 403

Chandler, Daniel Ross
The Rhetoric of Gay Liberation: An Interdisciplinary, Annotated Bibliography for Communication Studies.
Speech Communication Association, Annandale, Va.
PUB DATE- Jan 88
NOTE- 5p.
AVAILABLE FROM- Speech Communication Association, 5105 Backlick Rd., Bldg. E, Annandale, VA 22003 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Annotated Bibliographies; Cultural Context; Higher Education; *Homosexuality; Rhetoric; Secondary Education; *Speech Communication
IDENTIFIERS- *Gay Liberation Front; Homosexual Literature
This specialized bibliography was prepared for students and teachers interested in the growing literature which describes, directly or indirectly, homosexual liberation as a rhetorical movement. Thirty-eight references are annotated in the areas of (1) autobiographical accounts; (2) quantitative research; (3) history; (4) law; (5) literature; (6) sociology; (7) religion; (8) ethics; and (9) the AIDS (Acquired Immune Deficiency Syndrome) crisis. (MS)

ED 299 763 EC 211 042

Prevention Issues. Bibliography #22.
Illinois Public Health Association, Springfield, IL. Illinois Birth to Three Clearinghouse.
SPONS. AGENCY- Governor's Planning Council on Developmental Disabilities, Springfield, Ill.
PUB DATE- Apr 88
NOTE- 19p.; This bibliography series is designed to be produced upon request.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Disabilities; Infants; Information Sources; *Prevention; Toddlers; Young Children

The bibliography contains citations to materials available in the library of the Birth to Three Clearinghouse (Illinois) concerning issues on prevention of disability. The 150 citations are arranged alphabetically by author and cover the years 1975 to 1988. The materials can be requested by mail, phone, or in person and ordering information is included. (DB)

ED 299 383 CE 050 786

Wood, Derek E.
Open Learning: Challenge for the Future. A Discussion Paper.
Vocational Training Council, Wellington (New Zealand).
PUB DATE- Mar 88
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Attitude Change; *Continuing Education; *Cost Effectiveness; Developed Nations; *Distance Education; Foreign Countries; Job Training; *Open Education; School Business Relationship; School Community Relationship; *Vocational Education
IDENTIFIERS- New Zealand

This paper examines the significant features of open learning and considers its potential to assist in the promotion of national social and economic goals in New Zealand. It deals primarily with employment-related education and suggests that the three principal beneficiaries--the state, employers, and students--should bear the costs. The paper begins by defining open learning and comparing its student-centered, solution-oriented approach and emphasis on discovery methods of learning with restrictive, traditional learning systems. It then explores the need to change attitudes to establish a climate of cooperation and a multi-partnership of employers, providers, students, and the state. Types of learning methods needed and essential features of successful open learning programs are discussed. Cost is considered in relation to effectiveness and efficiency. Consideration is also given to quality in open learning, wider issues affecting teachers, and the need to codify open learning material to ensure its easy availability. A course of action is proposed, based on partnership rather than competition, with the objective of increasing opportunities to retrain and upgrade the skills of adult and reentry workers. Other proposals include an Open Learning Initiatives Fund, a National Resource Centre, establishment of a set of national technology guidelines, and designation of a full-time Task Force to plan future developments. (YLB)

ED 299 398 CE 050 986

Perspectives on Women and Welfare Employment.
National Coalition on Women, Work and Welfare Reform, Washington, DC
PUB DATE- Aug 86
NOTE- 24p.
AVAILABLE FROM- Wider Opportunities for Women, 1325 G Street, N.W., Lower Level, Washington, DC 20005 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Economically Disadvantaged; Employed Women; *Employment; *Employment Programs; *Females; *Job Placement; Job Training; *Program Development; Program Implementation; *Welfare Recipients
IDENTIFIERS- Aid to Families with Dependent Children

This publication is designed to alert local and state advocates to the presence of the National Coalition on Women, Work, and Welfare Reform. It shares the Coalition's perspective on the welfare employment issue and proposes several initial strategies local advocates or policymakers might use in considering proposed or ongoing welfare employment initiatives. The publication outlines what is known about work and welfare: (1) most adults on Aid for Families with Dependent Children (AFDC) want to work; (2) mandatory participation in work programs is counterproductive; (3) some recipients need substantial help to become self-sufficient; (4) no work program can succeed without jobs at the end; (5) AFDC recipients cannot be asked to neglect their families; and (6) genuine welfare reform is long overdue. A framework is offered for putting together a meaningful welfare employment program. It includes oversight design and coordination, communication; intake, assessment, and counseling; and information, innovation, and evaluation. A comprehensive menu of choices is recommended--training and education, placement, support services, job creation, and protection of recipient rights. Finally, implications for state policymakers and advocates are set forth. Appendixes include lists of printed materials (23 references) and groups and individuals with expertise and interest in welfare employment issues (23 contacts). (YLB)

ED 299 427 CE 051 056

O'Neil, Sharon Lund; Everett, Donna R.
Telecommunications/Networking. Course Four. Information Systems Curriculum.
Association of Information Systems Professionals, Deerfield, IL.; Houston Univ., Tex. Coll. of Technology.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 88
NOTE- 173p.; For related documents, see CE 051 053-059.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Business Education; *Computer Networks; Computer Oriented Programs; *Computer Science Education; Computer Software; Curriculum Guides; Higher Education; Information Processing; *Information Science; *Information Systems; Learning Activities; *Telecommunications; Word Processing
This course is the fourth of seven in the Information Systems curriculum. The purpose of the course is to review data, text, graphics, and voice communications technology. It includes an overview of telecommunications technology. An overview of the course sets forth the condition and performance standard for each of the five task areas in the course. These components are provided for each task area: behavioral objective, suggested teaching strategies, content, and summary. Topics covered include telecommunications/networking terms, concepts, vocabulary, and principles; hands-on operational knowledge of telecommunications/networking systems and services; factors to consider in comparison and evaluation, selection, modification, and utilization of telecommunications/networking hardware and software; gathering information to design and create a basic office layout for a local area network; and setting up, revising, and disseminating written guidelines and documentation for using telecommunications/networking equipment. A glossary of telecommunications networking terminology follows task area 1. Appendixes include visuals (transparencies and other teacher materials), student materials (student handouts, work sheets, and exercise materials), evaluation (end-of-task and end-of-unit questions, test items, etc.), and references (including an eight-page bibliography, articles, and resources). (YLB)

ED 299 441 CE 051 078

Wolfbein, Seymour L.
The Changing Geography of America.
Philadelphia Jewish Employment and Vocational Service, PA. Vocational Research Inst.
PUB DATE- 88
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Demography; Economic Development; *Economic Factors; Employment Patterns; *Futures (of Society); *Geographic Distribution; *Human Geography; Marketing; Political Influences; *Population Distribution; *Population Trends; Trend Analysis
IDENTIFIERS- *United States

Three states--California, Texas, and Florida--currently account for almost one-fourth of all the country's nonfarm jobs. The total number of jobs in these three states exceeds the total employment in 30 other states put together. These economic changes have had a very direct effect on the geographic distribution of the country's population, which is reflected in the large migrations to these states that have occurred. According to projections, this migration should continue through the year 2000 so that these states will continue to experience population increases at the expense of those states that thrived under a manufacturing-based economy. It is important to remember, however, that the country's population distribution has the potential to change dramatically again as America continues to move from a goods-producing to a service-producing economy. The intensive marketing campaigns that are currently being waged by many cities, states, and regions to attract new service-oriented business has the potential to alter future migration patterns dramatically. Another important factor in the population picture is the changing political power structure as areas gain or lose population, thus gaining or losing electoral votes. (MN)

ED 299 509 CG 021 155

Sistek, Vladimir
Business of Coping: Counseling Service to Medical Students.
PUB DATE- 22 Jun 88
NOTE- 13p.; Paper presented at the International Conference on Improving University Teaching (14th, Sweden, June 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Coping; *Counseling Services; Foreign Countries; Higher Education; Medical Schools; *Medical Students; *Premedical Students; Stress Variables; *Student Adjustment; Undergraduate Students
IDENTIFIERS- Canada

Medical students undergoing a stressful process of adjustment, especially in their first year of studies, to the environment of medical school and hospital wards with their stringent requirements, are subject to a personal and professional identity crisis. Possible maladjustments may have profoundly negative affects on their studies and their personal and professional maturation and development. Most medical schools have some type of counseling service available to these students. One school's Student Advisory Group--a body composed of students and faculty who report to the dean's office--operated a guidance and counseling service staffed by voluntary faculty member counselors. A table of one faculty member's personal counseling in the period of 1981-1987 showed that 83% of counseled medical students were in their first year of undergraduate studies and that 62% of all counseled students were females. The indications as to the reasons for which the counsel was sought illustrates the fact that the majority of students (79%) needed help for reasons directly connected with the level of their academic performance, or with direct impact on their perception of how they were expected to perform. An effective counseling service in medical schools is essential, and it is possible to sidestep the usual administrative and budgetary problems in regard to staffing and operating such a service. (Author/NB)

ED 299 524 CG 021 170

Porter, Rutherford B.; Walker, Kenneth P.
School Psychology in Indiana to 1975.
Indiana State Univ., Terre Haute. Curriculum Research and Development Center.
PUB DATE- Jun 88
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - General (140)
DESCRIPTORS- *Counselor Training; *Educational History; Elementary Secondary Education; Higher Education; Program Development; *School Counseling; *School Law; *School Psychologists
IDENTIFIERS- *Indiana
The history of school psychology in Indiana is presented in this booklet, which also provides insight into how the profession came to be and how it was developed and documents many of the professional and political issues that impacted program development. General factors influencing the development of school psychology, including army classification and public laws, are discussed. A factual history of psychology and school psychology professional organizations is presented, as is the history of training programs in Indiana, focusing on important individuals. Certification requirements are given in detail. The history of training programs at these Indiana colleges and universities is presented: Indiana State University, Indiana University, Purdue University, Butler University, Ball State University, and Saint Francis College. The history of school psychology services is traced, noting the impact of particular laws. Short biographies of the authors are included. (ABL)

ED 299 570 CS 211 536

Davis, James E., Ed.; Davis, Hazel K., Ed.
Your Reading: A Booklist for Junior High and Middle School Students Seventh Edition.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-5939-7
PUB DATE- 88
NOTE- 505p.; Prepared by the Committee on the Junior High and Middl School Booklist.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyo Rd., Urbana, IL 61801 (Stock No. 59397, $10.95 member, $14.50 nonmember).
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Books (010) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; Elementary Secondary Education; Junior High Schools; *Literature Appreciation; Middle Schools; Reading Interests; *Reading Materials; Student Interests

This annotated bibliography, for junior high and middle school students, describes nearly 2,000 books to read for pleasure, for school assignments, or merely to satisfy curiosity. Books included have been published mostly in the last five years and are divided into six major sections: fiction, drama, picture books for older readers, poetry, short story collections, and nonfiction. The fiction and nonfiction sections have been further subdivided into various categories; e.g. (1) abuse; (2) adventure; (3) animals and pets; (4) the arts; (5) Black experiences; (6) classics; (7) coming of age; (8) computers; (9) dating and love; (10) death and dying; (11) ecology; (12) ethnic experiences; (13) family situations; (14) fantasy; (15) folklore, myths, and legends; (16) friendship; (17) growing up female; (18) growing up male; (19) historical novels; (20) humor and satire; (21) mental and emotional problems; (22) mysteries; (23) Native American experiences; (24) physical disabilities; (25) religious experiences; (26) science fiction and the future; (27) space and time; (28) sports; (29) the supernatural; (30) survival; (31) war; (32) biography and autobiography; (33) drugs and drug abuse; (34) fine arts; (35) games; (36) health and diseases; (37) history and government; (38) hobbies and crafts; (39) how-to; (40) information, please; (41) law and the legal system; (42) mass media; (43) nature; (44) occupations and careers; (45) people and places; (46) personal improvement; (47) reference; (48) religions; (49) science and medicine; (50) social issues; (51) technology and machines; and (52) trivia. A directory of publishers and two indexes (for author and title) are included. (MS)

ED 299 661 EA 020 212

Hilton, Cheryl D.; And Others
An Induction Program That Invigorates the New and Experienced.
PUB DATE- Mar 88
NOTE- 51p.; Appendix A contains marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Elementary Secondary Education; Incentives; *Mentors; *Needs Assessment; Program Evaluation; *Staff Development; *Teacher Orientation
This collection of four interrelated papers is the record of a conference session which describes a staff development model jointly designed by the Franklin County Department of Education (Ohio) and Ohio State University. The session uses a three-tiered model to examine (1) a teacher cadre comprised of teachers instructing teachers; (2) mentors reflecting on their classroom roles; and (3) inductees experiencing teaching for the first time. The first paper, "The Roles and Responsibilities of the Critical Actors," by Cheryl D. Hilton, provides information about the definition and selection of inductees and mentors for the program. The second paper, "What Structures Support the Invigorating of Mentors?" by Sherry Kuehnle, describes the development of an instructional supervision model supported by three intersecting knowledge bases: knowledge about classroom processes; instructional supervision; and classroom observation. The third paper, "A Synthesis of the Teacher Leader Cadre," by Shirley S. Scholl, describes the teacher cadre component of the program, concentrating on needs assessment, development of improvement plans, and incentives offered. The final paper, "Lessons Learned," by Nancy L. Zimpher, evaluates progress during the 3-year initiative to blend personal and professional teacher development and includes a bibliography of 27 references. Appendices include a needs assessment survey and a bibliography of 43 references. (MLH)

ED 299 675 EA 020 395

Smart, Don
Recruitment and Financing of Candidates To Study Overseas: Its Implications for Australia.
PUB DATE- Feb 88
NOTE- 19p.; Background paper prepared for the Senior Policy Seminar sponsored by the Economic Development Institute of the World Bank and the Australian International Development Assistance Bureau (Jakarta, Indonesia, February 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Demand; Educational Opportunities; *Educational Policy; *Foreign Countries; *Foreign Students; Higher Education; International Cooperation; *International Educational Exchange; Student Exchange Programs; *Study Abroad
IDENTIFIERS- *Australia; *Malaysia
Growing numbers of Malaysian students are going to Australia for overseas study. This paper begins with a discussion of Malaysia's New Economic Policy, whose provisions include a phasing out of English as the language of instruction in favor of Bahasa Malaya, the language of the indigenous Malay majority. This policy provides a background for the massive demand for overseas higher education by Malaysian Chinese and Indian students. The second section provides a background to Australia's Overseas Student Policy, which eliminated quotas and included a full-fee-paying private student category that created a rapidly expanding market for overseas fee-paying students. The third section describes Australia's recruitment of Malaysian students, including sponsored and subsidized students on one hand, and full-paying students on the other. The subsequent section, "Matching up the Malaysian and Australian Pictures," discusses the problems created by Malaysia's growing demand for overseas education and the resulting competition over placement with Australia's local students. A discussion follows of "Twinning," a promising model for overseas study that involves joint degrees between cooperating Malaysian and Australian universities. The paper concludes with observations about long-term problems and opportunities, including Malaysia's serious graduate unemployment problem, the declining standard of English in Malaysia, and the problems in Australia caused by the growing influx of Malaysian students. (TE)

ED 299 690 EA 020 427

Teacher Involvement in Decisionmaking: A State-by-State Profile.
Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.
PUB DATE- Sep 88
NOTE- 16p.
AVAILABLE FROM- Publications, The Carnegie Foundation for the Advancement of Teaching, 5 Ivy Lane, Princeton, NJ 08540 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Change; *Educational Innovation; Elementary Secondary Education; *Participative Decision Making; Public Schools; *School Based Management; *Teacher Administrator Relationship; Teacher Attitudes; Teacher Participation; Teacher Role

The Carnegie Foundation recently completed a comprehensive survey of more than 20,000 teachers in all 50 states about their involvement in shaping classroom and school policy. The report consists of a brief introductory analysis of the survey by foundation president Ernest L. Boyer, followed by 10 tables presenting, for each state, the percentages of teachers who report being "involved" or "not very involved" in decisions on 10 dimensions of classroom and school policy: choosing textbooks and instructional materials, shaping the curriculum, setting standards for student behavior, tracking students into special classes, designing staff development and in-service programs, setting promotion and retention policies, deciding school budgets, evaluating teacher performance, selecting new teachers, and selecting new administrators. Teacher involvement in decision-making varies widely from state to state. For example, 93 percent of Vermont teachers say they are involved in choosing textbooks, whereas 61 percent of Maryland teachers so indicated. Participation in budget decisions ranges from 57 percent in Hawaii to 8 percent in North Dakota. In his analysis, Boyer recommends more teacher involvement in many decisions that effect them and their students, as well as measuring progress against each school's own performance in preceding years. (LMS)

ED 299 735 EC 211 014

Harnisch, Delwyn L.; And Others
Analysis of Seven Behavioral Domains of Independent Living.
PUB DATE- Feb 88
NOTE- 17p.; In: Alternative Futures for Rural Special Education. Proceedings of the Annual ACRES (American Council on Rural Special Education) National Rural Special Education Conference; see EC 211 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advocacy; Basic Skills; *Daily Living Skills; Demography; *Disabilities; Followup Studies; High Schools; Leisure Time; *Personal Autonomy; *Rural Education; Self Care Skills; Transportation
IDENTIFIERS- *High School and Beyond (NCES); *Independent Living
The study developed a definition of "independent living" for handicapped individuals and evaluated the definition's seven domains using data provided by 3,758 handicapped members of the 1980 sophomore cohort of the High School and Beyond National Longitudinal Survey (N=14,553). The seven domains are: (1) self-care and advocacy skills; (2) accommodation and living arrangements; (3) employment, education, and training; (4) transportation and mobility; (5) generic community services; (6) recreation and leisure activities; and (7) community interaction. Items from the three survey questionnaires were evaluated by experts in independent living who assigned them to one or more of the identified domains. Derived scales were then applied to assess group differences with comparisons made between those with and without handicaps, among the five specific handicapping conditions, and between rural and non-rural handicapped youth. Results found significant differences between rural and urban handicapped youth in the specific independent living domains with implications for educational programming. (Six tables/figures are provided.) (DB)

ED 299 585 CS 211 554

The Writing Process for English Composition Testing in Grades 4, 8, and 10. Revised.
Ottawa County Office of Education, OH.
PUB DATE- 88
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Grade 4; Grade 8; Grade 10; Student Evaluation; Writing (Composition); *Writing Evaluation; Writing Instruction; Writing Processes
IDENTIFIERS- *Writing Tests

This guide outlines the writing procedures for English Composition Pupil Performance Objective assessments and tests in grades 4, 8, and 10 of the Ottawa County (Ohio) school system. Procedures for both students and teachers are included for the prewriting, first draft writing, and revising/rewriting sessions. (MM)

ED 299 481 CG 021 126

Goggin, Kathy
College Students' Attitudes and Knowledge Regarding AIDS.
PUB DATE- Apr 88
NOTE- 17p.; Paper presented at the Annual Meeting of the Western Psychological Association (68th, Burlingame, CA, April 28-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; College Students; Communicable Diseases; Disease Control; Higher Education; *Knowledge Level; Prevention; *Risk; *Student Attitudes
Attitudes and knowledge regarding Acquired Immune Deficiency

Syndrome (AIDS) of 498 college students enrolled at California State University, Dominguez Hills were surveyed. The AIDS Opinion and Information Surveys were administered to subjects between the ages of 18 and 46+, with 81.5% being below the age of 32. The 19-item Opinion survey uses a five-point Likert-type response format to assess attitudes towards AIDS on four dimensions: (1) perceived personal vulnerability; (2) perceived severity of the AIDS epidemic; (3) desire for more information about AIDS; and (4) perceived effectiveness of prevention methods. The 23-item Information survey uses an extended true-false response format. Questions focus on transmission of the human immuno deficiency virus and prevention of infection. Subjects showed very conflicting feelings towards AIDS. Even though subjects perceived AIDS as a severe problem they did not feel personally vulnerable. Misconceptions about modes of transmission, especially from casual contact, were high. These findings suggest specific strategies for AIDS education on college campuses. (Author)

ED 299 538 CS 009 328

Pendleton, Audrey
School Climate and Reading Performance: Survey Report.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-88-605
PUB DATE- Oct 88
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Environment; Elementary Secondary Education; Grade 4; Grade 8; Grade 11; Institutional Role; National Surveys; *Reading Achievement; Reading Research
IDENTIFIERS- *National Assessment of Educational Progress

A survey examined the relationship between school climate and reading performance using data from the 1983-84 National Assessment of Educational Progress (NAEP) Reading Assessment. The NAEP survey asked a number of questions about possible school problems, such as discipline, teacher commitment, and standards for students. These items were analyzed individually and also combined into a composite measure of school climate. The study revealed that 4th, 8th, and 11th grade students in schools with a better school climate--as measured by the composite measure--tended to score higher on the NAEP Reading Assessment. School climate was more positive in elementary schools, private schools, and schools with lower proportions of students participating in the federal school lunch program. For individual school problems, reading performance was lower for students attending schools where a particular problem was rated more seriously, but association between the severity of a given problem and reading performance disappeared when the background characteristics of students were taken into account. For the composite measure of school climate, based on eight of the school problems, reading performance was higher in schools with a better climate even after controlling for student characteristics. However, the data only show that reading performance and school climate were associated; they cannot demonstrate whether better climate caused higher reading scores. (SR)

ED 299 615 CS 506 404

Johannesen, Richard L.
Responsibility in Governmental-Political Communication: A Selected, Annotated Bibliography.
Speech Communication Association, Annandale, Va.
PUB DATE- Mar 88
NOTE- 5p.
AVAILABLE FROM- Speech Communication Association, 5105 Backlick Rd., Bldg. E, Annandale, VA 22003 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Cheating; *Ethics; *Government (Administrative Body); *Lying; Persuasive Discourse; *Politics; *Speech Communication

IDENTIFIERS- *Political Communication
This annotated bibliography lists 43 books, periodicals, and essays in the area of governmental-political communication. Topics include: social justice, lying, cheating, ethics, public duties, public policy, language, rhetorical strategies, and propaganda. (MS)

ED 299 633 CS 506 423

Twohy, Kevin M.
Developing the Recruiting/Public Relations Potential of the Forensic Program.
PUB DATE- Nov 88
NOTE- 7p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; *Debate; Extracurricular Activities; Higher Education; Persuasive Discourse; *Student Recruitment
Recruiting strategies for a forensic program may be improved by cooperation between the admissions office and the forensic coach, by using various types of recruiting efforts, and by publicizing the forensic program. Recruiting efforts include: (1) creating pamphlets on the forensic program; (2) having college forensic students judge at high school tournaments; (3) giving workshops for high school students on the college campus; (4) inviting high school students to campus during a college tournament; (5) purchasing mailing lists of potentially interested students; and (6) making use of program alumni as recruiters in local areas. (SR)

ED 299 648 CS 506 440

Lee, Ronald T., Ed.
Alternative Learning Experiences for Creative Expression. The Arts and Learning: Interdisciplinary Resources for Education Resource Guide 5.
New York State Education Dept., Albany.
PUB DATE- 88
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; Class Activities; Community Resources; Creative Development; *Creative Expression; Elementary Secondary Education; English Instruction; Foreign Culture; Geography Instruction; History Instruction; Interdisciplinary Approach; Language Arts; *Learning Activities; Mathematics Instruction; Science Activities; Second Language Instruction; Social Studies; Teacher Developed Materials
IDENTIFIERS- *Arts in Education Project; Prototypes
One of eight guides in the Arts and Learning series, this guide, which was originally developed through the arts in education program of Homer Central School, New York, contains 25 classroom strategies (prototype units or prototype instructional strategies) that can be used by teachers to infuse the arts into their teaching of language arts/English, science, reading, and social studies. Intended as models from which classroom teachers can design instructional units, they provide teachers with a sense of what types of activities might be used in their classrooms. Some activities are designed to encourage the use of certain delivery systems, while others are designed around the use of community resources or mentors, after-school events, or the use of the entire community. The aim of these prototypes is to provide teachers with a wide variety of programmatic vehicles which will help students to master curriculum-embedded objectives, while also encouraging them to become more creative in their efforts to communicate about humans and the environment. Each prototype describes how the arts may be integrated into the curricular goals of various disciplines. Included in this guide are strategies which represent minimal, moderate, and significant integration of the arts into subject matter. The introductory section explains the organization of the guide and contains an example of a prototype planning form. The 25 prototypes follow, each indicating title, time required, arts and general curriculum areas involved, the resulting product, and process suggestions. Three appendixes provide indexes of the prototypes according to arts disciplines, general curriculum areas, and approximate duration. (SR)

ED 299 706 EA 020 447

Creating Responsible and Responsive Accountability Systems. Report of the OERI State Accountability Study Group.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- PIP-88-808
PUB DATE- Sep 88
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Accountability; Attendance; *Data Collection; Elementary Secondary Education; *Performance; *Public Education; *State School District Relationship; *State Standards
IDENTIFIERS- *Indicators

Most states pursue accountability in public education by collecting and reporting school data, but types of data collected, and how those data are reported and used in holding schools accountable, differ from state to state. This report is designed for state policymakers desiring to refine their existing accountability systems. The report's six sections raise basic design issues and provide research- and experience-based guidelines without providing definitive answers. Following an executive summary and introduction, section 2 describes the basic elements of a performance accountability system. Section 3 describes state accountability system variations related to primary responsibility; linkage with other state policies; indicator types; data collection, organization, and reportage levels; reporting mechanisms; and school comparison methods. Section 4 discusses uses and consequences of performance accountability systems. Local educators' actual use of these systems does not necessarily match state policymakers' assumptions. State-controlled and locally controlled systems are briefly compared. Section 5 treats unresolved dilemmas, including balancing oversight and improvement, determining the appropriate accountability level, balancing statewide comparability with local ownership, expanding the alternatives to traditional standardized tests, making fair comparisons, and ensuring adequate capacity. In the final section, recommendations are given for designing better systems and for using accountability data to improve low-achieving schools and encourage high-performing or significantly improving schools. Included are 14 references the three appendices listing state accountability study group members and additional resource persons and providing tables of educational indicators. (MLH)

ED 299 749 EC 211 028

Ludlow, Barbara L.; Platt, John S.
Developing Practicum Supervision Skills in Colleague Teachers.
PUB DATE- Feb 88
NOTE- 11p.; In: Alternative Futures for Rural Special Education. Proceedings of the Annual ACRES (American Council on Rural Special Education) National Rural Special Education Conference; see EC 211 005.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competency Based Teacher Education; *Cooperating Teachers; *Disabilities; Graduate Study; Higher Education; *Practicum Supervision; Preservice Teacher Education; *Program Development; Program Evaluation; Special Education; *Student Teacher Supervisors; Student Teaching; Teacher Certification; Teaching Methods; Training
IDENTIFIERS- *Teacher Competencies; West Virginia University
The Special Education Program at West Virginia University offers graduate degree/teacher certification programs in mental retardation, learning disabilities, and behavior disorders. Practicum experiences are included in the program, and have created a need for faculty supervision that could not be met by existing resources. A program was designed to provide training for field-based cooperating teachers to develop their observation, supervisory, and evaluation skills. The training consisted of three weekly sessions which included lecture/discussion activities, guided practice, and probe assessments. The practicum experience is organized around competency-based teacher education principles, and 50 target competencies must be demonstrated by the student and documented by the cooperating teacher. University-based practicum supervisors maintain periodic contact with students and cooperating teachers, observe and evaluate students in classroom settings, and assign final grades. Proposed evaluation procedures for the project include ratings of the cooperating teachers' supervisory performance, data analysis of the competencies demonstrated by students, observation of students by cooperating teachers and supervisors, etc. (Forty-one references are listed.) (JDD)

ED 299 764 EC 211 043

Personnel Preparation, Bibliography #23 and Program Evaluation Bibliography #24.
Illinois Public Health Association, Springfield, IL. Illinois Birth to Three Clearinghouse.
SPONS. AGENCY- Governor's Planning Council on Developmental Disabilities, Springfield, Ill.
PUB DATE- Jun 88
NOTE- 14p.; This bibliography series is designed to be produced upon request.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Disabilities; Evaluation Methods; Infants; Intervention; *Professional Education; *Program Evaluation; Teacher Education; Toddlers; Young Children
IDENTIFIERS- *Early Intervention

The two bibliographies contains citations to materials available in the library of the Birth to Three Clearinghouse (Illinois) concerning issues on personnel preparation and program evaluation. The 36 citations on personnel preparation and the 46 citations on program evaluation are arranged alphabetically by author and cover the years 1978 to 1988. The materials can be requested by mail, phone, or in person and ordering information is included. (DB)

ED 299 779 EC 211 058

Handbook for Parents: Project CHIME.
Nassau County Board of Cooperative Educational Services, Westbury, N.Y.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 87
NOTE- 14p.; A product of the Division of Special Education Program for the Hearing Impaired. For related documents, see EC 211 057-059.
GRANT- G008401386
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Auditory Training; Aural Learning; Hearing Aids; *Hearing Impairments; Intervention; *Mainstreaming; *Oral Communication Method; *Parent Participation; Partial Hearing; Preschool Children; Preschool Education; Speech Communication; *Student Placement
IDENTIFIERS- *Early Intervention

Project CHIME (Children with Hearing Impairments in Mainstreamed Environments) develops and implements strategies that promote effective preschool mainstreaming of selected hearing-impaired children, ages 2-5 in Nassau County, New York. Written for parents of preschool children with hearing impairments, this handbook contains background information on mainstreaming, hearing loss, and the Project CHIME program. Project CHIME emphasizes an auditory/oral approach to teaching communication, and encourages children to use residual hearing, hearing aids, and auditory trainers to develop their hearing and oral speech. Project CHIME also emphasizes the importance of mainstreaming in the preschool environment to allow children with hearing loss to develop relationships with their hearing peers. The handbook covers such topics as parent involvement and training, role of CHIME staff, types of hearing loss, and use of hearing aids and auditory trainers. (JDD)

ED 299 413 CE 051 035

Gray, Robert A.; Gray, Dianne E.
A Day at the Shopping Mall: Educational Computing in Action.
Techniques.
PUB DATE- Oct 88

NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Class Activities; *Computer Literacy; Consumer Education; Experiential Learning; *Field Trips; Lesson Plans; *Microcomputers; Outcomes of Education; Postsecondary Education; Teaching Methods

This report relates the experiences of a teacher who conducted a graduate computer education class at a shopping center in Dallas, Texas. The activity asked each member of the class to spend up to 5,000 mythical dollars on a hardware system and appropriate software to facilitate his/her current job performance. Students could "shop" in three computer stores in the mall. The students learned about hardware, software, cost comparisons, and meeting individual computing needs. Potential problems were averted by the teacher scouting the location ahead of time, helping students arrange transportation, informing store managers, and setting up a meeting place. Both teacher and students found the experience educational as well as enjoyable. Recommendations were made for handling such activities in the future. (KC)

ED 299 455 CE 051 129

Kerka, Sandra
Strategies for Retaining Adult Students: The Educationally Disadvantaged. ERIC Digest No. 76.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88

NOTE- 4p.
CONTRACT- RI88062005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adult Basic Education; *Adult Students; *Dropout Prevention; *Educationally Disadvantaged; *Educational Strategies; Program Content; Program Development; *School Holding Power
IDENTIFIERS- ERIC Digests

The literature on retention of adult learners strongly suggests that previous educational attainment is closely tied to participation and persistence. Educationally disadvantaged adults are more likely to lack self-confidence and self-esteem, have negative attitudes toward education, and need mastery of basic skills such as literacy before attaining job skills that could improve their economic circumstances. Adult educators seeking to improve retention rates of economically disadvantaged individuals in their classrooms should not attempt to seek 100 percent retention. Rather, they should identify which types of retention are harmful to the vitality of their program and to student objectives. They should begin their retention efforts with recruitment, target recruiting to those whom the program is best equipped to serve, emphasize placement and counseling early on, and follow up inactive students with phone calls. Special attention should be given to developing and using strategies to deal with students' low self-confidence, perception of social disapproval, situational barriers, negative attitudes, and low personal priority. Besides lists of specific strategies for these purposes, the literature also contains descriptions of adult basic education programs that have succeeded in retaining high numbers of educationally disadvantaged learners. (MN)

ED 299 467 CG 021 112

Maiden, Robert J.; Peterson, Steven A.
Aging in Rural America.
PUB DATE- Oct 87
NOTE- 12p.; Paper presented at the Annual Convention of the New York State Association of Gerontological Educators (15th, Ellenville, NY, October 21-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aging (Individuals); Comparative Analysis; *Delivery Systems; *Older Adults; *Public Policy; *Rural Farm Residents; *Rural Nonfarm Residents; *Social Services; Use Studies
While many recent publications have explored aging in rural America, virtually none have examined differences within a rural environment in terms of public policy issues. It is very likely, however, that residing on a farm has different consequences than residing in a village. The elderly in the country may be particularly disadvantaged when they are compared to their town counterparts because of their relative isolation from services and health facilities. This study examined the farm/country and village/town microecologies in terms of their characteristics and divergent impacts on the aged in Allegany County, New York, a rural area of approximately 50,000 citizens of which 6,000 are elderly. Interviews were conducted with a proportionate stratified sample of older residents (N=456) of Allegany County. A frequency analysis revealed that the majority of respondents resided within a village or town (67%) with the remainder living on a farm or in a nondeveloped area (33%). Pearson's r's revealed many significant demographic differences between the two groups. The farm/country aged were more mobile, less depressed, more likely to be married, less educated, and younger than their town/village counterparts. In terms of knowledge and use of social services, the country aged reported less use of public services, but received greater satisfaction from them. Findings have implications for public policy issues and the delivery of social services and programs to the rural elderly. (Author/NB)

ED 299 601 CS 506 386

Colbert, Kent R.
Criteria and Standards for Value Implications.
PUB DATE- Nov 88
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Criteria; *Debate; Higher Education; *Judges; *Values
IDENTIFIERS- *Cross Examination Debate Association; *Debate Tournaments

The lack of consistent theory in nonpolicy debate has contributed to difficulty for debaters and judges alike. The problem is especially apparent for second negative speakers in the Cross Examination Debate Association (CEDA) format. The controversy over the direction and goals of CEDA style debate has led some members of the CEDA community to argue that values should be discussed and debated. Because of the difficulties in judging values in academic debates, several considerations should be kept in mind in formulating criteria for value implications, such as the use of situational perspectives, and whether the endorsement of the resolution would create competing or conflicting values. In addition, the negative team must indicate if the value implications occur in linear and incremental fashion or whether specific threshold/pressure points have to be reached. Three questions should also be considered in formulating standards for value implications: (1) if the affirmative justification and negative value implication are mutually exclusive; (2) if the value implication is unique to adoption of the resolution; and (3) if the value implication is a fair and typical representation which justifies rejection of the resolution. These criteria and standards should assist debaters and debate judges when values become the focus of a CEDA debate. (Eighteen references are appended.) (MS)

ED 299 721 EC 210 800

Ghobrial, Talaat Mansour; Vance, H. Robert
Special Education in Egypt: An Overview.
PUB DATE- 88
NOTE- 13p.; Partially funded by the International Exchange of Scholars.
AVAILABLE FROM- Dr. H. Robert Vance, Research Director, Center for Early Childhood Learning and Development, Box 15,520A, East Tennessee State University, Johnson City, TN 37614-0002.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Delivery Systems; *Disabilities; Educational Change; *Educational Policy; *Educational Practices; Elementary Secondary Education; Foreign Countries; *Governmental Structure; *Government Role; Handicap Identification; Rehabilitation; *Special Education; Special Education Teachers; Student Needs
IDENTIFIERS- *Egypt

During the past three decades, there has been a growing concern for handicapped children and youth in Egypt. Current legislation recognizes the rights of the handicapped, and the Egyptian government supports the care, education, rehabilitation, and personal/social adjustment of handicapped citizens. The responsibility for the disabled is divided among the Ministry of Education (concerned with the education of blind and partially sighted, deaf and partially deaf, and mentally retarded); the Ministry of Social Affairs (which provides rehabilitation services to all disabled persons), the Ministry of Health, and the Ministry of Manpower. Many problems still need to be addressed in the educational system. The position of special education teacher is viewed as a less than desirable position, socially and economically, and many low-achieving students are urged to enter the field. Preschool assessment procedures do not exist; and the system for identifying exceptional school-age children is antiquated, relying on outdated instruments which often have invalid norms. Special instructional needs of handicapped students are often not considered. Services need to be developed for severely emotionally disturbed children, preschool handicapped children, and disabled adults. (JDD)

ED 299 495 CG 021 141

Irvin, George, Jr.
Identification, Prevention, and Treatment of the Suicidal Adolescent and Societal Attitudes toward Suicide.
PUB DATE- Apr 88
NOTE- 46p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Adolescents; Counseling Services; Elementary Schools; Elementary Secondary Education; High Risk Students; Intervention; *Prevention; School Counseling; *Secondary Schools; Social Attitudes; *Suicide; Teachers

This document reviews the literature on adolescent suicide, focusing on factors and warning signs leading to suicide. After a brief introduction, 10 terms such as "adolescent" and "suicide" are defined. Sixteen annotations of articles on the identification of the suicidal adolescent are presented. Eighteen annotations of articles on the prevention of adolescent suicide are included. Seven annotations of articles on the treatment of suicidal adolescents and suicide ideators are presented. Eleven annotations of articles on societal attitudes toward suicide are included. After a summary of the literature review, these conclusions are stated: (1) the necessity of education regarding the myths of suicide was recognized; (2) program development for staff to provide information and education was recommended; (3) teachers and school personnel are in the best position to perceive suicidal tendencies since they spend so much time with adolescents; (4) sociological factors played a major part in the the vulnerability of adolescents' feelings; (5) alcohol and drug abuse, as well as depression, were found to have a significant relationship to suicide; (6) the family should be included as part of the treatment program for suicide attempters; (7) television broadcasts did cause imitative suicides; (8) tests predicting suicidal behavior were found to provide significant enough correlations to warrant use of the tests; (9) school prevention, intervention and response plans were recommended; (10) follow-up counseling for suicide attempters and survivors is needed; and (11) there appears to be a trend of more tolerance toward suicide. Four recommendations for schools and teachers in the area of education about suicide and prevention and response to suicide are presented. (ABL)

ED 299 586 CS 211 556

Gale, Steven H.
Missouri Southern State College's High School/College English Teacher's Colloquium: A Model for a Cooperative Program.
PUB DATE- 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *College School Cooperation; *Conferences; English Instruction; Higher Education; High Schools; Interprofessional Relationship; School Community Relationship; *Secondary School Teachers
IDENTIFIERS- College Special Events; *English Teachers; Missouri Southern State College
Offered as a model, this paper describes in detail the initiation, planning, and carrying out of the first and second annual high school/college English teachers' colloquiums begun by Missouri Southern State College in 1982 in order to improve interaction and communication between local high schools and the college. The paper advocates such colloquiums as an effective first step in enhancing cooperative endeavors between high school and college faculty, potentially leading to further activities such as field days and a visiting speakers program. The paper recommends that colloquiums should be kept as informal as possible, that the high school faculty be involved in the planning process as quickly as is practical, and that the program be allowed to evolve naturally from that point on. (SR)

ED 299 384 CE 050 787

Downie, Susanna; And Others
Decade of Achievement: 1977-1987. A Report on a Survey Based on the National Plan of Action for Women.
National Women's Conference Committee, Beaver Dam, WI. National Women's Conference Center.
REPORT NO.- ISBN-0-9620208-2-6
PUB DATE- May 88
NOTE- 80p.
AVAILABLE FROM- National Women's Conference Center, P.O. Box 455, Beaver Dam, WI 53918 ($5.00; 10 copies: $35.00; 50 copies: $130.00; 100 copies: $200.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Battered Women; *Change; Displaced Homemakers; Employed Women; *Females; Feminism; Mothers; Program Development; *Program Effectiveness; *Sex Fairness; Sex Role; *Sex Stereotypes; Social Indicators; *Womens Studies
IDENTIFIERS- *National Plan of Action for Women
This report was written to measure progress on the National Plan of Action for Women. It is organized in four parts. Part I contains background on how the plan came into being and makes clear why it was important to evaluate the plan. Part II reports the results of the first part of a two-stage survey conducted to gather information on how the plan was being implemented and the gains being made by women in the 10 years since the plan was written. Data gathered from a mail survey of 2,000 women's organizations are reported in terms of statewide networks. Part III reports on the second stage of the survey, which was conducted by telephone. Information is reported in 24 categories of concern to women, such as arts and humanities, battered women, child abuse, day care, media, insurance, older women, rape, and poverty. Part IV contains other information that did not fit into the sections of the plan, such as the National Organization for Changing Men, women's commissions, and women's centers. (KC)

ED 299 399 CE 050 987

Changing Welfare: An Investment in Women and Children in Poverty. The Proposal of the National Coalition on Women, Work and Welfare Reform.
National Coalition on Women, Work and Welfare Reform, Washington, DC.
PUB DATE- Apr 87
NOTE- 22p.
AVAILABLE FROM- Wider Opportrunities for Women, 1325 G Street, N.W., Lower Level, Washington, DC 20005 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; Change; *Change Strategies; *Economically Disadvantaged; Employed Women; *Employment Programs; *Females; Job Training; Poverty; *Welfare Recipients; *Welfare Services

This document presents a welfare reform proposal designed to ensure a transition toward economic self-sufficiency and an end to poverty. It consists of four distinct elements that form an integrated and interdependent whole. The first element is a series of initiatives to achieve an adequate income maintenance system that guarantees that all needy families will receive benefits equal to at least the federal poverty level. The recommended goals could be accomplished within the existing federally supported income maintenance systems for families by adopting changes such as increasing the benefit levels, extending coverage to all needy families, and limiting consideration to actually available current income. The second element of the proposal is the establishment of voluntary and adequately funded comprehensive education, employment, and training programs. Recommendations are made regarding allowable uses of funds, administration, state plans, financing, and performance standards. The third element is provision of support services and subsidies, which ensure the availability and affordability of child care, health care, and transportation. The final element is effective child support enforcement to enhance the collection of support payments from noncustodial parents. (YLB)

ED 299 442 CE 051 079

Wolfbein, Seymour L.
The Older Worker.
Philadelphia Jewish Employment and Vocational Service, PA. Vocational Research Inst.
PUB DATE- 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Aging (Individuals); Demography; *Employment Level; *Employment Patterns; Entrepreneurship; *Futures (of Society); *Labor Force; *Older Adults; Part Time Employment; Volunteers
IDENTIFIERS- *Older Workers
Labor force participation rates for the years 1967 and 1987 indicate a significant trend toward early retirement by men (beginning in their fifties). Women in their fifties, on the other hand, have increased their labor force participation rate. By the age of 60, however, their labor force participation rates also decline sharply. Although this decline in labor force participation rates is expected to continue, the large increase in the number of persons who will be in their fifties in the year 2000 will counterbalance their declining labor force participation rates, thus appearing to slow (but not actually slowing) the trend toward declining participation with age. Part-time and self-employment will likely continue to increase among older workers. Here too, however, participation rates fall off sharply for persons aged 65 and older. The distribution of older Americans by geographic area is likely to be another important factor in the labor market picture in the year 2000. Success in bringing the older person into the work force will depend on strong, responsive, imaginative programs of assessment and testing and counseling and training, reinforced by strong job development programs focusing on job design related to kinds of work, hours and days of work, and so on. (MN)

ED 299 510 CG 021 156

Klass, Carol S.
A Profile of Caregiving: Life History Interviews of Family Day Care Providers.
PUB DATE- Apr 88
NOTE- 25p.; Portions contain weak, low density type. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biographies; Child Abuse; *Child Caregivers; *Child Care Occupations; Child Neglect; *Day Care; *High Risk Persons; Interviews; *Mothers; Personality Traits; Profiles; Psychological Characteristics; *Young Children

A study was conducted to examine the act of mothering from the perspective of women who chose to work at home full time, as mothers of their own children and as family day care providers of very young children at risk of abuse and neglect. Through life history interviews, the study examined the caregivers' present and past lives, and explored the personal meaning of caregiving for these women. Life history interviews were conducted with 12 women who worked as family day care providers in an early intervention program for children between the ages of 4 weeks and 6 years who were at risk of maltreatment. The results of the interviews revealed that the women found meaning in what appeared to be the simplest acts of physical and emotional caregiving. They defined themselves in terms of relationships, especially mothering, and were exceptionally skilled in caregiving. Their caregiving appeared to be an expression of their religious life, which was embedded in their definition of self. They reported that their families had been extended and enriched through involvement in the caregiving project. Emerging from the life history interviews were five themes that give understanding to these women's lives, the caregiving of young children, and the meaning of caregiving for these family day care providers: (1) identity centered on mothering, caring, and loving; (2) the caregiver as artist; (3) the project's impact on the caregiver's family; (4) religion as the center of the caregiver's life and project involvement; and (5) caregiving as compensatory. (NB)

ED 299 525 CG 021 171

Jones, Terri L.; Wolchik, Sharlene A.
Influence on and Severity of Weight Concern: Bulimics, Dieters, and Controls.
PUB DATE- 28 Apr 88
NOTE- 12p.; Paper presented at the Annual Meeting of the Western Psychological Association (68th, Burlingame, CA, April 28-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Athletics; *Bulimia; College Students; *Dietetics; *Eating Habits; Failure; Higher Education; *Individual Differences; *Parent Attitudes; Self Concept; *Self Esteem; Success
Little previous research has compared bulimics to dieters who do not binge eat but who are also concerned with their weight. This study examined differences between college students who were classified as either bulimic (N=21), chronic dieters (N=29), or controls (N=83). The extent to which remarks made by significant others and failure experiences affect how subjects feel about their bodies was examined as was the frequency of social comparisions regarding weight, self-esteem, and perceptions of the extent to which their parents consider various factors important for success. Both bulimics and dieters reported a significantly greater tendency for weight-related remarks and failure experiences to influence the way they felt about their bodies than did control subjects. Bulimics scored significantly higher than controls or dieters on self-esteem and the tendency to make social comparisons regarding weight; dieters scored significantly higher than controls on these measures. Compared to fathers of dieters or controls, fathers of bulimics placed significantly greater importance on good athletic performance, popularity among female peers, and thinness in viewing their daughters as successful. Both bulimics and dieters scored significantly higher than controls in terms of the extent to which their mothers considered good athletic performance important in viewing their daughters as successful. (Author/ABL)

ED 299 555 CS 009 358

Lore, Rosemary; Chamberlain, Ed
Language Development Component, Secondary Developmental Reading Program 1987-88. Final Evaluation Report.
Columbus Public Schools, OH. Dept. of Evaluation Services.
PUB DATE- Jul 88
NOTE- 44p.; For 1985-86 report, see ED 281 145.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communication Skills; Compensatory Education; High Schools; High School Students; Inservice Teacher Education; Program Effectiveness; *Program Evaluation; Public Schools; *Reading Diagnosis; *Reading Difficulties; *Reading Programs; Reading Research; *Reading Skills; *Remedial Programs; Underachievement
IDENTIFIERS- Columbus Public Schools OH; *Secondary Developmental Reading Program (Ohio)
Designed to improve underachieving high school students' reading and communication skills, the Secondary Developmental Reading Program served 741 ninth, tenth, and eleventh graders in 13 Columbus, Ohio, public schools. Funding was made available through the Ohio Disadvantaged Pupil Program Fund (DPPF). Fourteen teachers participated in the 1987-88 program, eight of them using computer-assisted instruction (CAI) to teach 474 students, and six of them serving 267 students with regular program instruction. Diagnostic tests assessed students' individual reading strengths and weaknesses. Data analyzed included pretest and posttest scores, and inservice evaluation forms. Specific objectives of the program were (1) that pupils who attended 80% of the 6.1-month training period would show an average of 1.0 Normal Curve Equivalency (NCE) for each month, and (2) that program personnel would be provided at least two inservice sessions and that at least 80% of the personnel attending each session would rate the session as valuable. The first objective was not attained, while the second objective was exceeded. An extensive list of program recommendations was compiled, including a strong recommendation that the program be restructured during the 1988-89 school year and that a new program be in place for the 1989-90 school year. (Eleven tables of data are included, and evaluation forms are appended.) (SR)

ED 299 571 CS 211 538

Moss, Barbara
Teacher Change as Experienced through Implementation of a Process Writing Approach.
PUB DATE- Jul 88
NOTE- 426p.; Ph.D. Dissertation, Kent State University. Outstanding Dissertation Proposal, Kent State University Department of Teacher Development and Curriculum Studies.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Elementary Education; Instructional Innovation; Qualitative Research; Rural Schools; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Response; Teaching Methods; *Teaching Styles; Theory Practice Relationship; *Writing (Composition); *Writing Instruction; Writing Processes
IDENTIFIERS- Composition Theory; *Process Approach (Writing)
A study examined how teachers change as they implement a process writing approach. Four questions provided the framework for the study: (1) How do teachers' perceptions of themselves as writers influence their writing instruction? (2) How do teachers at different grade levels implement process writing instruction? (3) What institutional and contextual factors limit and/or encourage the implementation of a process writing instruction? and (4) How do teachers change in attitude, behavior, and teaching approaches as a result of using this innovation? Subjects, four elementary grade teachers in rural northeastern Ohio schools, were chosen from participants in a summer workshop on the process approach who had been nominated by their principals as outstanding writing teachers. Subjects were observed in their classrooms, and they completed workshop documents, questionnaires, and reflective logs during the 8-week duration of the study. Results indicated that teachers' individual ways of approaching a writing task influence how they instruct students to approach such tasks, and those aspects of the process which are easier to implement receive the most attention. Results also indicated that teacher control over the process tends to be substantial, with teachers providing most of the ideas for writing assignments and that teachers implementing this innovation do so with a fair amount of administrative support but with little support from colleagues. (Five figures and three tables are included; and the questionnaire, interviewing instruments, transcripts, observation field notes, sample reflective logs, and student work samples are appended. Fifteen pages of references are supplied.) (RS)

ED 299 616 CS 506 405

Weaver, Richard L.; Michael, Thomas A.
On Lecturing: A Bibliography. Second Edition.
Speech Communication Association, Annandale, Va.
PUB DATE- Jun 88
NOTE- 5p.
AVAILABLE FROM- Speech Communication Association, 5105 Backlick Rd., Bldg. E, Annandale, VA 22003 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; College Faculty; *Conventional Instruction; Higher Education; Instructional Improvement; *Lecture Method; *Speech Communication
This annotated bibliography lists 36 references on lecturing. Topics are in the areas of method, format, technique, student expectations, improvement, content, expressiveness, and anxiety. (MS)

ED 299 634 CS 506 424

Gray, Pamela L.; And Others
Integrating the Graduate, Undergraduate and Education Curricula: Training Qualified Staff for the Basic Course.
PUB DATE- 7 Nov 87
NOTE- 35p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Graduate Students; Higher Education; *Introductory Courses; Models; *Speech Communication; Speech Instruction; *Teaching Assistants; Teaching Methods; *Undergraduate Students
IDENTIFIERS- Central Michigan University; *Personalized System of Instruction; Speech Communication Education; Teaching Research
To explore the quality of the basic course in speech communication it is useful to examine the role of graduate teaching assistants (GTA) and undergraduate teaching assistants (UTA). The first goal was to search the literature for information concerning the use (or lack thereof) of GTAs and UTAs and to explore the potential benefits and drawbacks to their use in the basic course in speech communication. The second goal was to propose a model using GTAs and UTAs to maximize the effectiveness of instruction in the basic course. Cost-effective instruction, efficient use of faculty time, more personalized instruction, benefits to the students, increase in department majors/minors, and personal and career growth for the GTAs and UTAs all make the use of GTAs and UTAs desirable in the basic course. An extensive use of both GTAs and UTAs was not found through the literature review. Some of the benefits of the proposed model, based on the Personalized System of Instruction (PSI) model, included being cost-effective, increasing the involvement of the faculty and administrators, and having a systematic structure to help insure that change would not adversely affect the quality of the basic course. Research has shown that this model has helped integrate GTAs, UTAs, and interns into basic courses and suggests that the students are learning more and are more satisfied with this integration. (Forty-two references are appended.) (MS)

ED 299 662 EA 020 217

Smith, Carla J.; Kraft, John L.
School Finance under the Internal Revenue Code of 1986.
Kraft and McManimon, Newark, NJ.
PUB DATE- 87
NOTE- 48p.; Presentation by Andrea Kahn of materials prepared by the law firm of Kraft and McManimon (formerly Kraft and Hughes) for the Annual Meeting of the Association of School Business Officials International (San Antonio, TX, October 18-22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Collected Works - General (020) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Economic Change; *Educational Finance; *Finance Reform; Interest (Finance); *Money Management
IDENTIFIERS- *Tax Exempt Bonds; *Tax Reform Act 1986
One paper, one published article and one transcript of testimony that discuss school finance under the Internal Revenue Code of 1986 are presented. "Select Topics of the Tax Reform Act of 1986 for the Issuers of Tax-Exempt Governmental Obligations," by Carla J. Smith, presents three selected topics that address the issuers of tax-exempt governmental obligations. Included are the issue of rebate, which refers to payment to the federal government of all of the net earnings on investments; bank-qualified issues that have changed recently; and a new informational form required with all tax-exempt governmental debt in excess of $100,000. Next, an article reproduced from the publication "The Bottom Line," entitled "Congress and Courts Deprive States of Sovereign Power: The Power to Tax Is the Power to Destroy," by John L. Kraft and Felicia L. Garland, questions the apparent abandonment of sovereign state powers through federal judicial review of taxation based on municipal bond income for senior citizens who are receiving Social Security. Last, testimony by John L. Kraft on the "Tax Reform Act of 1986," delivered before the Economic Development and Agriculture

Committee of the New Jersey State Assembly is presented. This testimony discusses federal legislation restricting the use of tax exempt bond financing by state and local governments and concludes by addressing the constitutionality of the federal government's power to tax interest on state and municipal bonds. (LMS)

ED 299 676 EA 020 396

Database Management Information System. Annual Report, 1986-87.
Long Beach Unified School District, Calif.
PUB DATE- 87
NOTE- 186p.; Portions of appendixes may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Database Management Systems; *Educational Assessment; Educational Planning; Elementary Secondary Education; Information Needs; *Needs Assessment; Parent Attitudes; *Program Evaluation; Questionnaires; *Surveys; Teacher Attitudes; Teacher Response
IDENTIFIERS- *Long Beach Unified School District CA

This report summarizes the findings of the Long Beach (California) Unified School District's first Database Management Information System Survey. These findings are based on the responses of 71,521 parents, students in grades 4-12, and school site staff members. Each school independently selected items from a research-based data bank to develop surveys to assess these dimensions. In the first part of the report, these results are categorized according to eight indicators of school effectiveness: leadership, instructional practices, curriculum, special needs students, school climate, staff development, school/parent/community interaction, and planning/implementing/evaluating the program. The second part of the report analyzes findings for district-level indicators: 10 for staff and 10 for parents. Staff responses are reported for the following items: year-round schools, decision making, program quality, communication, clarity of purpose, evaluation procedures, recognition, work environment, district support, and confidence in district administration. Parent responses are reported for the following items: year-round schools; involvement; communication; clarity of purpose; facilities upkeep; discipline; friendliness; and adequate reading, math, and language instruction. A summary of district level items is included, and instrumentation is appended. (TE)

ED 299 691 EA 020 428

Tanner, Daniel, Ed.; Keefe, James W., Ed.
Improving the Curriculum: The Principal's Challenge. A Report of the NASSP Curriculum Council.
National Association of Secondary School Principals, Reston, Va.
REPORT NO.- ISBN-0-88210-215-X
PUB DATE- 88
NOTE- 44p.; Based on papers presented at the National Curriculum Conference of the Curriculum Council of the National Association o Secondary School Principals (Washington, DC, July 6-10, 1987). For the first report of the council, see ED 277 125.
AVAILABLE FROM- Publication Sales, NASSP, 1904 Association Drive, Reston, VA 22091 (Stock No. 2108809; $6.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; Curriculum Enrichment; Educational Strategies; Learning Strategies; Learning Theories; Secondary Education; *Secondary School Curriculum; *Teaching Methods
IDENTIFIERS- *Curriculum Councils; National Curriculum

This second report of the National Council is an outgrowth of a conference conducted as an inservice program for members of the Council's parent organization, the National Association of Secondary School Principals. The report contains four papers which examine problems, issues, and perspectives about the improvement of American secondary education and which constitute extensions of the original conference presentations on which they are based. Titles and authors are as follows: "Toward a Contextually Grounded Curriculum" (Fenwick W. English); "Practical Strategies for Improving the Curriculum" (Allan A. Glatthorn; "Supervisory Leadership for Curriculum Renewal" (Daniel Tanner); and "Productive Time and Subject Matter Learning" (Herbert J. Walberg). (SI)

ED 299 736 EC 211 015

Roberts, Lily
A Three Year Follow-Up Study of Resource Specialist Teachers in Northeastern California.
PUB DATE- Feb 88
NOTE- 11p.; In: Alternative Futures for Rural Special Education. Proceedings of the Annual ACRES (American Council on Rural Special Education) National Rural Special Education Conference; see EC 211 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compliance (Legal); Consultants; Educational Policy; Elementary Secondary Education; Individualized Education Programs; *Mainstreaming; *Mild Disabilities; *Resource Teachers; *Rural Education; *Special Education Teachers; State Legislation; Teacher Attitudes; *Teacher Role
IDENTIFIERS- *California
The paper examines problems in the utilization of the Resource Specialist Teacher (RST) mandated by California law to serve handicapped students. The study evaluated whether the RST certificate mandate effectively altered the implementation of the least restrictive environment policy for disabled students in a rural area of northeastern California. A literature review highlights the critical role of the RST in effective implementation of the least restrictive environment educational policy for these students. Thirty-eight individuals who completed the RST training were surveyed regarding their duties, student caseloads, and their attitudes concerning least restrictive environment policy. Analysis of survey results indicated that most RSTs spend the majority of their time in direct instruction with little time available for other functions, that caseload size often exceeded the maximum allowed by state law, and that RSTs have little control over school district least restrictive environment policies. It is concluded that the current approach is not working because RSTs are not spending their time in consultation and coordination functions. Recommendations include redefining the RST role to focus on consultation more than instruction, increased inservice of regular teachers regarding handicapped students, and use of RSTs as the IEP (Individualized Education Program) team coordinator at all schools. (DB)

ED 299 765 EC 211 044

Bennett, William J.
Address to the Council for Exceptional Children by the U.S. Secretary of Education.
Department of Education, Washington, DC.
PUB DATE- 30 Mar 88
NOTE- 11p.; Speech presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; *Educational Methods; *Educational Needs; Elementary Secondary Education; Expectation; Mainstreaming; Normalization (Handicapped); Opinions; Parent Participation; Program Effectiveness; *Special Education; Student Evaluation
IDENTIFIERS- *Effective Schools Research
In this speech, the Secretary of Education identifies characteristics and principles common to all good schools including strong institutional and instructional leadership, a safe and orderly learning environment, teaching of the basics, high expectations, assessment of student progress, and accountability. Such principles are seen to apply equally to handicapped and non-handicapped students. Stressed are the importance of involving parents in decisions, the coordination of regular and special education services, the need to make adaptations to accommodate the most severely handicapped students in regular education settings, and the importance of early intervention and preschool services. Concerns of quality of educational programming are highlighted now that access to educational services has been improved. (DB)

ED 299 414 CE 051 037

Simon, Pierre; Heft, Riva
Think-Tank: The Present and Future of University Adult Education Programs in Quebec. Proceedings = Journee d'etude: le present et l'avenior des programmes universitaires en andragogie au Quebec. Rapport (Montreal, Quebec, April 26, 1988).
Concordia Univ., Montreal (Quebec).
PUB DATE- 26 Apr 88
NOTE- 23p.; Document contains colored paper, which may affect legibility.
LANGUAGE- English; French
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adult Education; *Adult Educators; *Adult Programs; *College Programs; Foreign Countries; Higher Education; Institutional Cooperation; Program Descriptions; *Teacher Education; Teacher Qualifications

IDENTIFIERS- *Quebec
These proceedings, presented in English and French, summarize a seminar on the present and future of adult education programs in Quebec. Six Quebec universities were represented. The conference was opened by Dr. Pierre Simon, who introduced the theme and rationale of the day-long workshop. Dr. Charles Bertrand welcomed the participants, emphasizing the importance of the exchange of ideas offered by the meeting. The "think tank" began with a brief presentation by Dr. Claude Touchette, who provided a perspective of adult education programs around the world and summarized the history of adult education and adult educator education. Following this presentation, representatives of each participating university described their programs of study relevant to adult education. In discussion following the presentations, three main themes emerged: (1) the legitimate place of adult education as a field of study in the university; (2) the training and certification of adult educators; and (3) consultation and collaboration between universities offering programs in adult education in Quebec. (Appendixes to the document describe the adult education programs offered by the universities in Quebec and list the participants in the workshop.) (KC)

ED 299 428 CE 051 057

O'Neil, Sharon Lund; Everett, Donna R.
Applied Information Systems. Course Five. Information Systems Curriculum.
Association of Information Systems Professionals, Deerfield, IL.; Houston Univ., Tex. Coll. of Technology.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 88
NOTE- 124p.; For related documents, see CE 051 053-059.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Automation; Behavioral Objectives; *Business Education Computer Oriented Programs; *Computer Science Education; Curriculu Guides; Higher Education; Information Processing; *Information Science; *Information Systems; Learning Activities; *Problem Solving; Word Processing
This course is the fifth of seven in the Information Systems curriculum. The purpose of the course is to build on skills acquired in the earlier courses. It reviews the importance of information to management and the organization and information

systems concepts within an office. These components are provided for each task area: behavioral objective, suggested teaching strategies, content, and summary. Topics covered include principles related to the importance of information, information resources management, and change; recognition, discussion, and research of proposed solutions and/or compromises for given problems in office automation; development and application of problem-solving techniques; information gathering to write and present oral and written reports for a variety of information systems problems and recognition of the value of teamwork; and application of problem-solving and project planning techniques. Appendixes include visuals (transparencies and other teacher materials), student materials (student handouts, work sheets, and exercise materials), evaluation (end-of-task and end-of-unit questions, test items, etc.), and references (including articles and an eight-page bibliography). (YLB)

ED 299 482 CG 021 127

Praeger, Susan; And Others
A Season of Loss: Training Manual for the Prevention of Elderly Depression and Suicide.
Suicide Prevention Center, Inc., Dayton, OH.
SPONS. AGENCY- Miami Valley Area Health Education Center, Inc., Dayton, OH.; Wright State Univ., Dayton, OH. School of Medicine.
PUB DATE- 88
NOTE- 60p.
AVAILABLE FROM- Suicide Prevention Center, Inc., P.O. Box 1393, Dayton, OH 45401-1393 (manual and video).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Counseling Techniques; *Crisis Intervention; *Depression (Psychology); *Instructional Materials; *Older Adults; *Prevention; *Suicide; Theories

This instructional module emphasizes that depression and suicide are real problems for elderly people, shows how depression and suicidal thoughts can arise in older people, and describes interventions that can be used. Chapter 1 presents an introduction and overview of elderly suicide and includes sections on the plight of the elderly, community attitudes toward elderly depression and suicide, life and suicide in a nursing home, statistics on suicide, cohort effects, and elderly suicide in the future. Chapter 2 looks at the prevalence of elderly depression; definitions and etiologies of depression; theories of depression; learned helplessness; endogenous and exogenous depression; neurotic and psychotic depression; difficulties in diagnosis; senility; medication; alcohol; and depression in nursing homes. The third chapter presents interventions in elderly depression, including the development of a therapeutic relationship; psychotherapy; and cognitive behavior, supportive, behavior, family systems, group, and drug therapies. The fourth chapter examines and defines elderly suicide; presents models and theories of suicide; and considers issues of assessment of suicide risk and lethality. Chapter 5 presents interventions in elderly suicide and includes an example of a suicide program. Chapter 6 considers ethical and legal issues such as competency, the rights of the family, types of guardianship, and informed consent. Relevant materials are appended. (NB)

ED 299 587 CS 211 557

Rhodes, Robert W.
Standardized Testing of Minority Students: Navajo and Hopi Examples.
PUB DATE- Nov 88
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (78th, St. Louis, MO, November 18-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *American Indians; *Cultural Context; Cultural Differences; Decision Making; Elementary Secondary Education; Minority Group Children; *Standardized Tests; Student Motivation; Test Bias; *Test Reliability; *Test Validity
IDENTIFIERS- *Hopi (Tribe); *Navajo (Nation); World View
The Native American population scores farther from the norm on standardized tests than other minority populations. Native Americans are generally believed to be culturally more different from the rest of the United States population than other minorities are in that the Native American traditional cultures are more intact. This is particularly true of the Navajo and Hopi cultures observed in this study. One area thought to contribute to different reactions to the testing process and to lower Native American performance on standardized tests is the perception of reality or world view. While there has been a great deal of research, work, and controversy over cultural content bias on standardized tests, there has been relatively little done on cultural process bias of those same tests. It is essential, for the accurate evaluation of students, that tests and test results be used appropriately. Only in this manner can educators make a fair and accurate assessment of their students in order to facilitate their learning. It is becoming more apparent that the use of standardized tests for assessment of minority populations is questionable, both from a content and a process viewpoint. Therefore, it is essential that such tests, if they are used at all, are used in a sensitive and appropriate manner which takes into consideration that they may be inaccurate and may give absolutely misleading information concerning the students to whom they are administered. (Four tables of data are included.) (RAE)

ED 299 617 CS 506 406

Gouran, Dennis S.; Guadagnino, Christopher S.
Small Group Communication: An Annotated Bibliography.
Speech Communication Association, Annandale, Va.
PUB DATE- Jul 88
NOTE- 9p.
AVAILABLE FROM- Speech Communication Association, 5105 Backlick Rd., Suite E, Annandale, VA 22003 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Conflict; *Decision Making; Group Behavior; *Group Dynamics; *Groups; *Problem Solving; Speech Communication
IDENTIFIERS- *Small Group Communication
This annotated bibliography includes sources of information that are primarily concerned with problem solving, decision making, and processes of social influence in small groups, and secondarily deal with other aspects of communication and interaction in groups, such as conflict management and negotiation. The 57 entries, all dating from 1980 forward (many contain references to earlier, important items), are organized into five groups: (1) bibliographic sources; (2) textbooks; (3) collections; (4) methodological and theoretical inquiries; and (5) critiques of research. (SR)

ED 299 649 CS 506 442

Emery, Winston G.
A Canadian Perspective on the Teaching of Media in English Language Arts.
PUB DATE- Nov 87
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Reports - General (140)
DESCRIPTORS- *Curriculum Development; Educational Assessment; Educational Media; Foreign Countries; *Language Arts; *Mass Media; Secondary Education
IDENTIFIERS- Canada; *Media Education; *Media Literacy
In Canada during the past 20 years ministries of education have moved to make media study and production a mandatory component of the secondary school curriculum. Media study is evolving through three phases: from an audio-visual aids phase which was a general secondary school phenomena, through media literacy and language arts phases which have come gradually to be identified with instruction in English. Since most programs were developed in the early 1980s and since some are still underdeveloped, it is too soon to tell what impact the official commitments have had on classroom practice. It is apparent thus far that relatively little teaching of media goes on in most English language arts classroom; however, the thrust of new curricula to bring to the attention of the English classroom teacher the importance of media study and production to the development of literate young adults is encouraging. Given the view of language arts emerging in Canada, there is reason for optimism for the future of teaching media in the schools. (One table of data is included.) (RAE)

ED 299 707 EA 020 448

McMahon, Walter W.
Geographical Cost of Living Differences: An Update. MacArthur/Spencer Series Number 7.
Illinois State Univ., Normal. Center for the Study of Educational Finance.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Spencer Foundation, Chicago, Ill.
PUB DATE- Aug 88
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Consumer Economics; *Cost Estimates; *Cost Indexes; *Costs; Data Collection; *Demography; Economic Change; Educational Economics; Geographic Distribution; Inflation (Economics); Social Distribution
IDENTIFIERS- Bureau of Labor Statistics
This paper systematically reports differences in the cost of living among different parts of the United States, as well as among different rural and urban counties in the state of Illinois. A systematic procedure for estimating these differences based on the Bureau of Labor Statistics data for selected localities was developed by McMahon and Melton in 1978, but discontinued in 1981. This paper updates this procedure, as well as the estimates, adapting the new method to the reduced availability of data. After an introductory discussion of existing cost-of-living measures and their uses, the resulting new estimates for 1988 of differences in the cost of living among the 50 states and among counties in Illinois are presented. The paper concludes with a brief analysis of the nature of changes in the geographical differences in the cost of living between 1977, the date of the earlier study, and the present. References are included. (TE)

ED 299 750 EC 211 029

Sampon, Mary Anne
Project LIFT: A Rural Family-Focused Early Intervention Model.
PUB DATE- Feb 88
NOTE- 7p.; In: Alternative Futures for Rural Special Education. Proceedings of the Annual ACRES (American Council on Rural Special Education) National Rural Special Education Conference; see EC 211 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; Child Development; Coordination; *Delivery Systems; Demonstration Programs; *Disabilities; Family Involvement; *Family Programs; *Home Instruction; Infants; Interaction; Interdisciplinary Approach; *Intervention; Needs Assessment; Parent Participation; Preschool Education; *Rural Education; Toddlers; Videotape Recordings
IDENTIFIERS- *Early Intervention; Individualized Family Service Plans
Project LIFT is a 3-year model demonstration program designed to provide family-focused, home-based early intervention services to rural parents of handicapped children under 3 years of age. The LIFT model encompasses: (1) development of an Individual Family Service Plan, (2) case coordination to assist families in identifying and obtaining community resources and to facilitate interagency collaboration and cooperation, (3) home-based interventions focusing on infant development and family adjustment, and (4) a modified transdisciplinary team approach. The Individual Family Service Plan documents both family and child strengths and weaknesses as based on family and child assessments. A case coordinator is assigned to each family and acts not only as the primary interventionist, but also is responsible for contacting other agencies or community services the family may need, accompanying the family on clinic or medical visits, etc. The home-based interventions emphasize teaching the child a cause and effect relationship between their behavior and something happening within the environment. Interaction patterns between parents or other family members and the handicapped child are analyzed by videotaping the family's interactions and evaluating them. (JDD)

ED 299 780 EC 211 059

Pucciarelli, Catherine S., Ed.
A Guide to Developing a Mainstreaming Program for Preschool Children Who Are Hearing Impaired: Project CHIME.
Nassau County Board of Cooperative Educational Services, Westbury, N.Y.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 87
NOTE- 19p.; A product of the Division of Special Education Program for the Hearing Impaired. For related documents, see 211 057-058.
GRANT- G008401386
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Demonstration Programs; Educational Innovation; *Educational Planning; Hearing Aids; *Hearing Impairments; Intervention; *Mainstreaming; Preschool Children; Preschool Education; *Program Development
IDENTIFIERS- *Early Intervention
Project CHIME (Children with Hearing Impairments in Mainstreamed Environments) was created to develop and implement strategies that promote effective mainstreaming of preschool hearing-impaired children, aged 2-5. This guide reviews issues that should be addressed before beginning a mainstreamed program, such as: funding; advance planning; staffing; philosophy; informing parents; establishing eligibility criteria; selecting a site; training staff and parents; scheduling the mainstreaming experience; and determining what services will be provided, such as an auditory trainer, speech therapist, psychologist, etc. Materials appended to the guidebook include a trouble shooting checklist on caring for hearing aids, a preschool classroom observation form, a worksheet for evaluating hearing-impaired preschool interaction, and a parent survey. (JDD)

ED 299 456 CE 051 130

Imel, Susan
Guidelines for Working with Adult Learners. ERIC Digest No. 77.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88

NOTE- 4p.
CONTRACT- RI88062005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adult Education; Adult Educators; *Adult Students; *Classroom Environment; *Classroom Techniques; Resource Materials; *Student Characteristics; *Student Evaluation; Teacher Student Relationship
IDENTIFIERS- ERIC Digests

Between 1969 and 1984, the number of adults participating in educational programs increased 79 percent and the number of adult education activities doubled. The following facts should be considered when developing instructional programs for adult learners: individuals can learn throughout their lives, adult life cycles influence learning, adults learn what they consider important, adults are often time-conscious learners, what is important varies among adults, adults generally (but not always) wish to be treated as such, and biological changes may affect learning. Creating a learning environment that meets the needs of adult learners is a key element of successful adult education programs. Some strategies for accomplishing this are as follows: establish adult-to-adult rapport, create a participatory environment, facilitate adult independence, and provide for individual differences. Although many adult learning activities do not require formal evaluation procedures, adult learners need to learn how to identify and evaluate their own resources, abilities, and knowledge realistically. When formal evaluation is required, adult students are best evaluated by using a collaborative approach. Recommended collaborative approaches include group decision making, learning contracts, and grading contracts. (MN)

ED 299 539 CS 009 340

Balajthy, Ernest
Computers and Reading: 1984-1989. Selections from "Micro Missive," the Newsletter of MicroSIG, The Special Interest Group for Microcomputers in Reading of the International Reading Association.
PUB DATE- Nov 88
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software Reviews; Elementary Secondary Education; *Reading Instruction
This publication is a collection of eight articles and ten software reviews written by the author for "Micro Missive" since 1984. "Micro Missive" is a quarterly newsletter that has regularly informed International Reading Association members of new developments in computer-based instruction and reading/language arts through articles, software reviews, and book reviews. In addition, a regular column in the newsletter, "Bits 'n' Bytes," has listed current news items of interest to computer-using teachers. (RS)

ED 299 443 CE 051 080

Wolfbein, Seymour L.
America's Service Economy.
Philadelphia Jewish Employment and Vocational Service, PA. Vocation
Research Inst.
PUB DATE- 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works -
Serials (022)
DESCRIPTORS- *Demand Occupations; Economic Climate; *Employment
Patterns; *Employment Projections; Employment Statistics; *Labor
Market; *Salary Wage Differentials; *Service Occupations; Trend
Analysis
Every one of the 20 fastest-growing occupations, as listed by the U.S. Bureau of Labor Statistics, is in the service sector. Nearly all of the 15 million jobs that have been created since the November trough of the 1982 recession have been in the service sector. About half of these jobs pay at least $10 per hour, and those paying minimum wage or less have declined by about 25 percent. The biggest increases granted under collective bargaining for 1987 as a whole and the first quarter of 1988 occurred in the services industry. Employment in the goods-producing sector rose during 26 of the past 40 years and fell during 14. In the service sector, however, employment rose during 39 of the past 40 years. Ninety-seven percent of the increase in employment between 1947 and 1987 took place in the service sector, and projections call for this trend to continue at least into the beginning of the next century. In the years between 1982 and 1987, the increase in employment in trade-related occupations has amounted to 20 percent. In finance, insurance, and real estate the increase has amounted to 23 percent. It should be noted that this increase in service sector employment levels coincided with the decline of the U.S. manufacturing sector, a period of peacetime prosperity, and significant increases in female labor force participation. (MN)

ED 299 468 CG 021 113

Gutierrez, H. Omar; And Others
The Prediction of Suicide: Dilemmas for Training.
PUB DATE- 4 May 88
NOTE- 19p.; Paper presented at the Annual Meeting of the American Association of Suicidology (21st, Washington, DC, April 13-17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Diagnosis; Comparative Analysis; *Evaluation Problems; *Patients; *Prediction; *Professional Training; Psychiatric Hospitals; Psychiatrists; *Suicide
Suicide assessment and prediction are important functions performed by psychiatrists. Although the specificity and sensitivity of assessment instruments are poor, trainees are instructed to become proficient in their application. The occurrence of suicides during training confronts trainees with personal and professional limitations. The charts of patients who committed suicide while on the rolls of a large university-affiliated private psychiatric hospital, or within one month of discharge, were reviewed for relevant clinical characteristics and to assess the parameters related to training. Suicided patients were matched by age, sex, and unit of the hospital with a control selected from those admitted one or more months before the index patient. Over an 8.5 year period, 20 men and 15 women committed suicide, the mean age was 32.7 years and the vast majority were white, single, and of low socioeconomic status. There were no significant differences between suicides and controls on race, religion, marital status, or socioeconomic status; number of prior hospitalizations; prior discharges; or length of stay for index hospitalization. There were significant differences in suicidal tendency ratings, presence and number of suicide attempts, history of suicidal ideation and treatment with antidepressant medications, and recent feelings of hopelessness. There were trends for suicided patients to have an Axis I diagnosis of Affective Disorder only and to have had more than one therapist during their index treatment episode. (Author/NB)

ED 299 602 CS 506 387

Knight, Jeff Parker
Bakhtin's Dialogics and Rock Lyrics.
PUB DATE- Nov 88
NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audience Awareness; Audiotape Recordings; *Music; Political Attitudes; *Popular Culture; *Rhetorical Invention
IDENTIFIERS- Bakhtin (Mikhail); Dialogics; *Lyrics; *Rock Music; Text Factors
Rock music is ideological both implicitly (in its intrinsic valuing of change, and resistance to authority, for instance), and explicitly (in political records from activist artists such as John Lennon and U2). The texts of the rock genre offer rhetorical experiences. A dialogic conception may help scholars to account for and describe the processes by which these effects occur and to understand the texts' activity. The listeners' perception of shared meanings, common experiences, and community with the speaker in the text--the singer--adds up to a sense of dialogue, and in this sense the Paul Simons and Bob Dylans of culture can be viewed heuristically as contemporary analogues to the rhapsodes of preliterate Greece. Mikhail Bakhtin's theories are based on the notion that language is a process. For Bakhtin, life is a dialogue in that utterance is based on response. The chronotope shows what it is in the work that the public recognizes, and how the work re-enters the public square. The populist poetry of the contemporary rhapsode becomes a highly important form of discourse across generations, and functions in ways apart from entertainment. Bakhtin characterized the threshold, the dominant chronotope in Jackson Browne's lyrics, as "highly charged with emotion and value" and said that its most fundamental instance is as the "chronotope of crisis and a break in life." Conceptualizing Browne as a contemporary rhapsode shows the text as one in dialogue with society, and the poet-rhetor as a member of his own audience. (Twenty-three references are attached.) (RAE)

ED 299 722 EC 211 001

Strobino, Jane
Family Support Services in Hawaii: The Parents' Perspective.

PUB DATE- 30 May 88
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (112th, Washington, DC, May 29-June 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advocacy; *Community Services; *Demography; *Developmental Disabilities; Family Characteristics; Family Problems; Financial Support; Human Services; Medical Services; *Needs Assessment; Referral; Respite Care; Social Support Groups; State Surveys; Transportation
IDENTIFIERS- *Hawaii

The study examined family support services currently utilized by families of individuals with developmental disabilities, and family support services seen as important by respondent families in the state of Hawaii. A total of 625 questionnaires were distributed via 24 agencies; 234 useable surveys were returned for a 39% response rate. The survey instrument contained items related to demographic characteristics of respondents, demographic characteristics of the developmentally disabled individuals, utilization of family support services, and identification of important family support services. Findings indicated that most of the developmentally disabled in the sample were between school age and young adulthood and enrolled in a day training or activity program. Major diagnoses included multiple handicaps, mental retardation, and learning disabilities. Most respondents were mothers between the ages of 31 and 61. The most used services were financial and medical assistance, adult day program, and transportation. Family support services not used but wanted included information and referral, advocacy, parent support groups, and counseling. Identified as most important services by respondents were respite, day program, leisure/recreation programs, and information/referral. (DB)

ED 299 385 CE 050 801

Seeley, John M.
Follow-Up 87. Minnesota High School Follow-Up. Class of 1986: One Year Later. Trend Data: 1978-1987.
Minnesota State Board of Vocational-Technical Education, St. Paul.
PUB DATE- 87
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Aspiration; Career Choice; College Students; Employment; Graduate Surveys; *High School Graduates; High Schools; *Occupational Aspiration; *Outcomes of Education; Postsecondary Education; Unemployment; *Vocational Followup
IDENTIFIERS- *Minnesota; *Minnesota Secondary School Followup System
This publication presents a summary of the research obtained from senior high schools in Minnesota using the Minnesota Secondary School Follow-Up System to collect data on the class of 1986. A total of 126 (out of 150) high schools sought information from 20,930 students, with a 70 percent useable response rate (N=14,674). Following the first chapter, which is an overview of the study, Chapter II presents a summary of activities for all respondents, as well as comparative data from the classes of 1977-81 and 1983-85. Chapter III contains a comparison of the plans versus the actual activities of the class of 1986, collected via the Career Planning Survey component of the Follow-Up System. Chapter IV provides information collected by a survey of 1,494 employers of members of the class of 1986. Forms used in the survey are included in appendixes to the report. (KC)

ED 299 400 CE 050 989

Women, Work and Health Hazards: A Fact Sheet and Cosmetologists: Health Risks at Work.
National Commission on Working Women, Washington, D.C.
PUB DATE- 88
NOTE- 6p.; "Cosmetologists: Health Risks at Work" was written by Gai Still.
AVAILABLE FROM- Wider Opportunities for Women, 1325 G Street, N.W., Lower Level, Washington, DC 20005 ($1.00 for each fact sheet).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adults; *Cosmetology; *Employed Women; *Hazardous Materials; *Labor Standards; Nontraditional Occupations; Occupational Diseases; *Occupational Safety and Health; *Work Environment

The first part of this document is a fact sheet that provides information on health hazards faced by employed women. It covers the Occupational Safety and Health Act (OSHA), job-related diseases suffered by workers in female-dominated occupations, employer responsibilities under OSHA, and the lack of statistical reporting on job-related disease. These concerns specifically related to female workers are addressed: women workers' vulnerability to work-related stress, hazards of working with video display terminals, industry policies that bar women of childbearing age from jobs that expose them to reproductive hazards, and health hazards to women in nontraditional jobs. The second part of this document is an article that is a reponse to public interest in the particular health hazards encountered by cosmetologists and beauticians. It summarizes several studies on health hazards, identifies toxic substances, discusses the validity of research, and looks at government agencies and their guidelines and/or regulations. The responsibilities and roles of trade associations, union activity in the area of health and safety, and the need for investigation are also considered. (YLB)

ED 299 496 CG 021 142

Hebert, Judith L.
Effectiveness of Abuse Prevention Program in Elementary Schools.
PUB DATE- 28 Apr 88
NOTE- 21p.; Paper presented at the Annual Meeting of the Western Psychological Association (68th, Burlingame, CA, April 28-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; *Elementary School Students; Grade 4; Grade 5; Intermediate Grades; *Prevention; *Program Effectiveness; *Sexual Abuse; *Victims of Crime

An abuse prevention program was presented in five elementary schools by an organization called Working to Eliminate Child Abuse and Neglect (WE CAN). Subjects (N=612) were elementary school students in grades four and five. The prevention program included the film "No More Secrets," question and answer sessions, role plays, and opportunities for private discussions with WE CAN staff members. During the two session program, a pretest and posttest were given containing elements of common sense concepts emphasizing fault, proper terms, good and bad secrets, okay versus not okay touches, and whom to tell. Results indicated a significant difference in knowledge of abuse before and after the program. A posttest administered 2 months later indicated much of the material was retained. Children disclosed existing abuse problems to crisis intervention experts. The results and disclosures indicate the need for this type of program in schools; the program's potential effectiveness in preventing abuse is also discussed. (The pretest/posttest is included.) (ABL)

ED 299 511 CG 021 157

Shealy, Lucinda; And Others
Weight Loss Emphasis in Popular Magazines: A Twenty Year Analysis.
PUB DATE- 31 Mar 88
NOTE- 6p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (34th, New Orleans, LA, March 31-April 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anorexia Nervosa; *Body Weight; *Bulimia; Characterization; Females; *Periodicals; *Sex Differences; *Social Influences

Cultural pressure for thinness has been cited as a contributing factor in the apparent increase in the eating disorders of anorexia and bulimia. Previous research has examined popular periodicals as an indicator of cultural pressure for thinness. This study assessed changes over the past 20 years in numbers of popular magazine articles focusing on weight loss through dieting. Three independent raters were trained on criteria used to code titles of articles related to dieting for weight loss. Only those titles indexed in the "Reader's Guide to Periodical Literature" under "diet" which specifically endorsed weight loss were coded. The results revealed a significant increase in the number of weight-loss oriented diet articles over the past 20 years, ranging from a low of 5 in 1966 to a high of 56 in 1986. A total of 538 articles over the 20-year span were coded as clearly advocating weight loss. Of these, 380 were in women's magazines, 155 were in general interest magazines, and only 3 were in men's magazines. These results reflect an increase in diet articles advocating weight loss, with more emphasis on weight reduction for women than for men. These findings are consistent with both the increased incidence and the gender differences in eating disorders. (NB)

ED 299 526 CG 021 172

Youth and Violence: The Current Crisis. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, Second Session.
Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.
PUB DATE- 9 Mar 88
NOTE- 203p.; Portions contain small/marginally legible print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Congressional Sales Office, Washington, DC 20402
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Crime; Hearings; *Violence; *War; *Youth Problems
IDENTIFIERS- Congress 100th; *Gangs

This document presents the text of a Congressional hearing, chaired by Representative George Miller, on the epidemic of gang warfare and violence among youth. Testimony is presented from these witnesses: (1) James Brown, juvenile court probation officer, Multnomah County Juvenile Justice Department, Portland, Oregon; (2) John A. Calhoun, executive director, National Crime Prevention Council, Washington, D.C.; (3) John A. Carver, director, District of Columbia Pretrial Services Agency; (4) Elliott Currie, criminologist, Center for the Study of Law and Society, University of California, Berkeley; (5) Julius Derico, section commander, special investigations section, intelligence unit, Atlanta Department of Public Safety, Bureau of Police Services, Georgia; (6) Marianne Diaz-Parton, coastal unit supervisor, Community Youth Gang Services, Los Angeles, California; (7) Falaka Fattah, director and founder, House of Umoja, Philadelphia, Pennsylvania; (8) Shawn Grant and Ismael Huerta, gang members; (9) Martin S. Kesselman, director of clinical psychiatry, Kings County Hospital Center, and professor of clinical psychiatry, State University of New York, Health Science Center, Brooklyn, New York; (10) Robert Martin, director, Chicago Intervention Network, Chicago, Illinois; and (11) Deborah Prothrow-Stith, commissioner, Massachusetts Department of Public Health, Boston. Prepared statements and supplemental materials from these witnesses, Representative George Miller, and V. G. Guinses, the executive director of SEY YES (Save Every Youngster Youth Enterprise Society) of Los Angeles, are included. (ABL)

ED 299 540 CS 009 341

Iaccino, James; And Others
Mental Layouts of Concealed Objects as a Function of Bizarre Imagery and Retention Interval.
PUB DATE- Nov 88
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Imagery; *Imagination; *Mnemonics; Psychological Studies; *Recall (Psychology)
IDENTIFIERS- *Image Analysis; *Image Theory; Imaging
To determine whether concealed imagery was an effective mnemonic aid in the recall of paired objects, two studies were conducted with explicitly worded instructions to conceal targets and with variable image formation periods. In each study, 40 subjects were presented with counterbalanced verbal descriptions of Concealed, Pictorial, and Separate object interactions; the descriptions were further categorized according to the type of image elicited, whether Normal or Bizarre. Results of Experiment 1 showed that speed demands forced subjects to form concealed images rapidly, with a subsequent detrimental effect on their recall, particularly in the Bizarre Concealed condition. When more time was allowed for image construction and processing, the pattern of findings changed dramatically in Experiment 2: Bizarre Concealed images were recalled just as well as Pictorial ones. In support of N. H. Kerr and U. Neisser (1983), the mnemonic effectiveness of these images is determined by their formation times rather than by instructions to conceal. (Four tables of data are included, and 22 references are attached.) (SR)

ED 299 556 CS 009 359

Clay, Marie M.
Studying Developmental Change with a Successful Intervention.
PUB DATE- Aug 88
NOTE- 20p.; Paper presented at the Fifth Australian Developmental Conference in affiliation with the International Society for the Study of Behavioral Development (Sydney, Australia, August 22-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Foreign Countries; *Reading Difficulties; Reading Failure; *Reading Improvement; *Reading Instruction; Reading Processes; *Reading Programs; Reading Skills; *Reading Strategies; Reading Writing Relationship
IDENTIFIERS- New Zealand; *Reading Recovery Projects
This paper addresses cognitive issues raised by the success of an early reading intervention program, Reading Recovery (originated in New Zealand and also used in Australia and the United States,) in which the great majority of students move from low reading achievement to average achievement for their age group within 12-15 weeks. The first section of the paper maintains that low achievers demonstrate fewer and less efficient use of the interacting strategies involved in reading acquisition. Also addressed in this section is the assertion that while some approaches seek to break the cycle of interacting deficits with a single emphasis treatment program for all children, the Reading Recovery program posits a complex model which assumes that the child is constructing a complex read/write action system which will only work efficiently if all subcomponent skills are being acquired, and that the child needs to learn in ways which foster an independent, self-improving way of functioning. The second section of the paper deals with the instructional implications of such a model, involving individualized instruction within a standardized framework of lesson activities to ensure daily coverage of the necessary subcomponent skills, primarily in a meaningful context. The third section describes the 30-minute daily lesson and the cognitive issues involved. The fourth section of the paper describes the progressive changes which occur as children move from interacting deficits to a self-improving system, and the final section discusses developmental issues. One table is included, and 16 references are attached. (SR)

ED 299 635 CS 506 425

Gray, Pamela L.; And Others
Recognizing the Impact of Gender and Other Demographic/Cognitive Differences on Learning and Attitude Formation in the Basic Course.
PUB DATE- Nov 87
NOTE- 33p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Attitude Measures; Communication Apprehension; Educational Research; Higher Education; *Introductory Courses; Sex Differences; Speech Communication; *Student Attitudes; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Personalized System of Instruction
To examine effects of gender and prior experiences with course content on student attitudes toward, and performance in, introductory courses, a study examined two studies which investigated aspects of the introductory communication course at Central Michigan University. The study also examined whether differences between the Personalized System of Instruction (PSI) model and the self-contained model for teaching were affected by gender or experience differences. For the first study, 813 undergraduate students enrolled in the basic speech communication course were surveyed, once during the second week of classes and again during the last week of classes (107 were enrolled in two PSI-based sections and 706 were enrolled in 28 self-contained sections). The second study surveyed 159 students enrolled in PSI-based sections of the introductory course during the third and final weeks of the course. Analysis revealed no significant differences between genders for the Students' Perceptions of Communication Abilities (SPCA) scale, for attitudes toward the course, or for self-esteem measures. However, strong differences were apparent between PSI-based and self-contained sections of the course. Students in PSI-based sections received significantly higher final course grades than students in self-contained sections. Also, females received significantly higher course grades overall than did males. Of the 59 students repeating the course, those in the PSI-based format performed better than those in the self-contained format. (Three tables of data are appended.) (MM)

ED 299 663 EA 020 248

Bishop, John H.
Why High School Students Learn So Little and What Can Be Done about It. Testimony, Subcommittee on Education and Health, U.S. Congress October 1, 1987. Working Paper #88-01.
State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.
PUB DATE- 88
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Education; Educational Change; *Educational Objectives; Elementary Secondary Education; Hearings; *Humanities Instruction; Public Schools; School Business Relationship; *Student Educational Objectives; *Student Evaluation
The testimony presented in this document outlines the productivity lag between the needs of companies and the students who will enter the work force that is evident today within the United States. Manufacturing companies are having difficulty as they try to introduce flexible manufacturing technology. A lack of skill in communication, mathematics, and reasoning, as well as inadequate knowledge of American history and culture are related to student apathy and lack of motivation. Several reasons are given to explain the discrepancy between earnings and productivity on the job. A comparison is made between the American model and the Japanese model of schooling, which reflects American lack of immediate rewards for excellence in high school, no real consequences for poor academic performance during the high school years, the introduction of competition that is not based upon achieving a fixed standard of performance; and a situation where the teachers blame the students and parents for problems, while the students and parents are blaming the teachers. Suggestions are made to improve education: by rewarding learning with individualized learning goals, by restructuring of schoolwide and classroom recognition of that achievement, and by improving the measures of academic achievement with statewide examinations and reforms of the Scholastic Aptitude Test (SAT). Footnotes, charts, and two pages of references are appended. (LMS)

ED 299 677 EA 020 397

Daresh, John C.
An Assessment of Alternative Models for the Delivery of Principal Inservice.
PUB DATE- Apr 87
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Inservice Education; *Management Development; Models; *Principals; Professional Development; *Professional Training; Public Schools
IDENTIFIERS- Networking; *Ohio
In an effort to compare five models used in delivering inservice instruction to administrators, a survey questionnaire was developed. The goals were to identify the principals' evaluations and perceptions of these models, to summarize the findings of the study, and to present the implications concerning the design of inservice education and the value of continuing the professional development opportunities. The inservice models included traditional university credit courses, short-term learning institutes sponsored by professional associations or by state education agencies, local school district inservices, and informal networking for personal and professional development. Survey questionnaires were sent to 250 randomly selected elementary and secondary principals in Ohio, of whom 192 (77%) responded. The findings indicate that the least popular model is the university course and the most often attended is the professional association short-term institute. Networking was found to be the most effective approach. Administrators appear to engage in a wide variety of inservice education activities; however, many believe they need to be included in the planning of the programs. Research along these same lines with a larger sample is suggested. Tables of data and references are appended. (LMS)

ED 299 692 EA 020 429

Sacken, Donal M.
Taking Teaching Seriously--Academic Freedom Considerations.
PUB DATE- Oct 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Freedom; *College Environment; Higher Education; *Intellectual Freedom; *Professional Autonomy; Public Education; *Teacher Dismissal; *Teacher Rights; Teaching Styles
Academic freedom, at institutions of higher education, is discussed in terms of questions raised about the ability of an institution to dismiss an instructor. In the first case, "Martin v. Parrish," the instructor was dismissed for using profanity in the class. The second case, "Carley v. Arizona Board of Regents," centered on the importance of student evaluations in the ultimate dismissal of an instructor. The questions discussed are based upon the premise that teaching is an ambiguous technology. As such, with no specifying outcomes, can the means really be specified? If a university wishes to strengthen teaching, who will evaluate and on what criteria? Recommendations are offered at the institutional, collegial, and individual levels and include the following: require multiple measures of quality teaching; have a developmental process and goals; use a system appropriate to the institutional type; and (for the individual) raise academic freedom only as an institutional claim, not a legal one, since academic freedom is, in reality, an institutional, occupational and organizational norm, not a legally efficacious construct. (LMS)

ED 299 737 EC 211 016

Swanby, Richard L.
Educational Influences on Severely Handicapped Students in Rural Schools.
PUB DATE- Feb 88
NOTE- 16p.; In: Alternative Futures for Rural Special Education. Proceedings of the Annual ACRES (American Council on Rural Special Education) National Rural Special Education Conference; see EC 211 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accessibility (for Disabled); Delivery Systems; Demography; Elementary Secondary Education; Mainstreaming; National Surveys; *Pupil Personnel Services; *Rural Education; *Severe Disabilities; Special Classes; Special Schools; Student Placement; *Teacher Qualifications; *Urban Education
The study compared available placements, related services, and teacher qualifications for severely handicapped students in rural and urban areas of 190 school districts in 46 states. The effects of two predictor variables, percentage of urban population and median family income, on the following dependent variables were examined: student placement, proportion of related services given to severely handicapped students, number of teachers serving severely handicapped students, degrees held, and certification of teachers serving this population. Among findings were these: that severely handicapped students in urban districts were more likely to be placed in self-contained classrooms or special schools; that rural schools did not have a full continuum of services available for their severely handicapped students; and that rural and urban teachers appeared to be equally qualified. Educational implications are drawn and include the need to design instructional programs specific to placements in both rural and urban settings and the need for state educational agencies to make available to rural students all needed services. (Twenty-eight references are listed.) (DB)

ED 299 766 EC 211 045

The Teacher's Role: Children and Epilepsy. A Guide for School Personnel. Revised Edition.
Epilepsy Foundation of America, Landover, MD.
REPORT NO.- 068-186-SCB
PUB DATE- 87
NOTE- 17p.; For related documents, see EC 211 046-047.
AVAILABLE FROM- Epilepsy Foundation of America, 4351 Garden City Dr., Landover, MD 20785 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Drug Therapy; Elementary Education; *Epilepsy; Mainstreaming; *Neurological Impairments; *Noninstructional Responsibility; Normalization (Handicapped); Parent Teacher Cooperation; Peer Acceptance; Seizures; *Teacher Role

The brief guide offers information on epilepsy to teachers and other school personnel. Types of seizures are defined (e.g., simple and complex partial seizures, generalized tonic clonic seizures), and management practices in the classroom setting for each type of seizure are described. Signs indicating that a seizure requires immediate medical attention are listed. Specific suggestions for helping other children in the class understand what seizures are and deal with the experience of witnessing a seizure are offered. Other topics addressed in the pamphlet include medication for seizure prevention and the school's involvement in this responsibility, symptoms a teacher might note in a child as yet undiagnosed with epilepsy, academic and behavioral expectations for the epileptic child, avoiding overprotection, and communicating with parents. A list of suggested readings is included. (JW)

ED 299 415 CE 051 039

Acosta, Joan, Ed.
The Westcoast Reader. A Newspaper for New Adult Readers.
Capilano Coll., North Vancouver (British Columbia).
PUB DATE- 88
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Adult Reading Programs; *English (Second Language); Learning Activities; Literacy Education; Newspapers; Reading Instruction; *Reading Skills; *Supplementary Reading Materials; Teaching Methods
This document consists of informative material on and a copy of a newspaper for adults who are learning to read. The newspaper is designed to help new readers develop reading skills, while providing interesting and relevant information with an adult focus.

Local, national, and international news stories as well as information about health, safety, law, government services, and everyday life are simplified by the editor and presented in a four-page tabloid newspaper format. Articles are written at three levels of difficulty, providing entry points to reading for a variety of readers. The newspaper is published monthly from September to May. The informative material discusses development of the newspaper, its objectives, environment, implementation, and evaluation. Teachers' Notes that accompany the newspaper include student activities, exercises, suggested teaching strategies, and resources. The September issue included here contains, as issues often do, a four-page public information supplement on a single topic--medical emergencies. (Recent supplements have dealt with family law, health, banking, food and shopping, citizenship, and children and the law.) (YLB)

ED 299 429 CE 051 058

O'Neil, Sharon Lund; Everett, Donna R.
Integrated Information Systems. Course Six. Information Systems Curriculum.
Association of Information Systems Professionals, Deerfield, IL.; Houston Univ., Tex. Coll. of Technology.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 88
NOTE- 140p.; For related documents, see CE 051 053-059.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Business Education; Computer Oriented Programs; *Computer Science Education; Curriculum Guides Higher Education; Information Processing; *Information Science; *Information Systems; *Integrated Activities; Learning Activities *Systems Analysis; Word Processing
This course is the sixth of seven in the Information Systems curriculum. The purpose of the course is to build on skills acquired in the earlier courses and to provide the student with skills that enable him/her to function as a resource person. Its focus is on concepts, applications, and skills as well as on equipment familiarity needed to integrate financial, database, telecommunications/networking, records management, inventory, managerial, and administrative support systems within an organization. These components are provided for each task area: behavioral objective, suggested teaching strategies, content, and summary. Topics covered include principles of integration of various business systems with automated equipment; principles, concepts, and theories of sociotechnical analysis applied to the integrated office; data flow analysis and database review to make recommendations for selection, configuration, and installation of hardware components and applications software; evaluation of the need for, setting up of, and maintenance of a records management program; and ability to analyze, upgrade, troubleshoot, and respond to needs of end-users. Appendixes include visuals (transparencies and other teacher materials), student materials (student handouts, work sheets, and exercise materials), evaluation (end-of-task and end-of-unit questions, test items, etc.), and an eight-page list of references. (YLB)

ED 299 483 CG 021 128

Perkins, Kyle; And Others
The Use of Achievement Test Results in Elementary School Guidance and Counseling.
PUB DATE- 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Counseling Services; Curriculum Development; Elementary School Students; *Grade 6; Intermediate Grades; Learning Processes; *School Counseling; *Standardized Tests; *Test Use

Achievement test results, in combination with other data, are used to help guidance counselors plan students' future educational programs to the extent that such data assist school personnel in grouping students for optimal instructional benefits. Implementation of such plans may require fitting the curriculum to the student. Two types of schemata are important to learning as it relates to the use of achievement tests: (1) content schemata, or previously learned background mental structures which form cognitive maps and are active in the generation of expectancies of knowledge that one object or event will follow another; and (2) formal schemata which are those previously learned skills students use to manage learning, remembering, and thinking. This study sought to identify the latent variables measured by a standardized achievement test. Subjects were members of the sixth-grade class in a midwestern school district. Item responses were analyzed from the Iowa Tests of Basic Skills, Form G, Level 12. Results of the study indicated that this sample of students all had similar levels of prerequisite skills in the areas assessed, and therefore there should not be any disparities in their adaptation and cognitive modes for these subject matters during their seventh-grade instruction. There were no indications that modifications to next year's curriculum would be necessary to fit the curriculum to the students. (ABL)

ED 299 572 CS 211 540

Low, Graham D.
Testing Reader-Writer Relations in Academic Text: Some Preliminary Considerations.
PUB DATE- 87
NOTE- 42p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (22nd, Edinburgh, Scotland, April 11-14, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Audience Analysis; Communication Research; English for Academic Purposes; Higher Education; *Test Construction; Writing (Composition); *Writing Skills
IDENTIFIERS- *Academic Discourse; *Author Reader Relationship
A. Criper and D. Davies (1986) have suggested that English for Academic Purposes (EAP) tests for prospective higher education students should include a component designed to measure the ability to manipulate reader-writer relations in academic texts. This paper examines the nature and scope of such manipulation and draws some preliminary conclusions about how it might be tested, both in terms of simplifying assumptions which could be made in specific situations and selecting test formats which appear particularly suitable. The process of manipulation is described from two points of view in the paper, firstly as negotiation of reader-writer power relations and assertions of identity and secondly, taxonomically, as a description of some of the strategies and devices available to the writer. The paper ends with a brief discussion of the results of version 1 of the University of York EAP test, part of which does try to measure the ability to control reader-writer relations. (Twenty-two references and a sample test are appended.) (Author/RAE)

ED 299 618 CS 506 407

Gouran, Dennis S.; Guadagnino, Christopher S.
Leadership: An Annotated Bibliography.
Speech Communication Association, Annandale, Va.
PUB DATE- Jul 88
NOTE- 9p.
AVAILABLE FROM- Speech Communication Association, 5105 Backlick Rd., Bldg. E, Annandale, VA 22003 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Group Discussion; *Group Dynamics; Higher Education; *Leadership; *Small Group Instruction; *Speech Communication
This annotated bibliography on leadership, compiled to help individuals determine where to begin in the massive amount of published material on the subject, contains 52 entries dated from 1980 forward. The selections have been made with a view towards the needs of both those interested in the practical aspects of leadership and those who may have more esoteric and theoretically oriented concerns. References have been organized under five headings: (1) "Overviews and Basic Bibliographic Materials"; (2) "Theoretical Discussions of Leadership"; (3) "Collections of Readings on Leadership"; (4) "Principles of Leadership Practice"; and (5) "Case Studies." (MS)

ED 299 708 EA 020 450

Nigro, Kirk A.
Science Teachers and Liability.
PUB DATE- Oct 88
NOTE- 8p.; Paper presented at the Annual Meeting of the National Science Teachers Association (Portland, ME, October 13-15, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Court Litigation; Elementary Secondary Education; *Legal Problems; *Legal Responsibility; *School Law; Science Equipment; Science Experiments; Science Laboratories; *Science Teachers; *Teacher Responsibility; *Torts
Civil lawsuits brought for injuries to students are a source of growing concern for teachers, and especially for science teachers. This paper outlines some basic principles by which science teachers may protect themselves from lawsuits, before and during the time that students are engaged in experiments or lab work. Courts in this country have determined that educators have the following obligations to students: (1) adequate supervision; (2) proper instruction; and (3) maintenance of equipment. Accordingly, this monograph addresses each of these concerns. The teacher has the responsibility of thinking through each step of the experiment and analyzing the possibility of harm at each point, both from the process and from the equipment. Obvious potential hazards must be removed, since students cannot be subjected to unreasonable risk. In civil cases, teachers' actions are measured with reference to a hypothetical reasonable person under the same circumstances, or with reference to the doctrine of foreseeability. The best safeguard for today's science teachers is therefore comprehensive and explicit instruction before laboratory work. (TE)

ED 299 781 EC 211 060

Buffer, James J., Jr.; Scott, Michael L.
Special Needs Guide for Technology Education.
International Technology Education Association, Reston, VA.
PUB DATE- 86
NOTE- 35p.
AVAILABLE FROM- International Technology Education Association, 1914 Association Drive, Reston, VA 22091 ($6.50, $5.50 for 10 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Ability Identification; *Disabilities; *Gifted; Handicap Identification; Individual Needs; *Industrial Arts; Industrial Education; Mainstreaming; Secondary Education; Standards; Student Placement; *Teaching Methods; *Technological Literacy; Technology; Vocational Education

Children and adults with hearing or visual impairments, physical impairments, learning and behavioral disorders, superior intellectual functioning, and limited intellectual potential can all benefit from technological education which includes industrial arts and related vocational subjects. This guide aims to assist technology educators in preparing instructional activities that are responsive to the unique characteristics of learners with special needs. It provides an understanding of special needs learners and their unique learning/behavioral characteristics. Topics covered include: identification of special needs learners, the importance of technological literacy for these learners, their diverse learning styles, contributions of technology education to human development, adaptation of instructional practices, to special needs youth, vocational evaluation/assessment, and identification and use of resources to facilitate instruction. Appendices include a list of organizational resources and a list of technology education standards relating to special needs. (JDD)

ED 299 457 CE 051 131

Naylor, Michele
Vocational Education and the Work Ethic in a Changing Workplace. ERI Digest No. 78.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 88
NOTE- 4p.
CONTRACT- RI88062005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Career Education; *Critical Thinking; Decision Making; Employer Employee Relationship; *Ethical Instruction; Ethics; Problem Solving; *Program Content; *School Role; Secondary Education; Values Education; *Vocational Education; *Work Attitude
IDENTIFIERS- ERIC Digests; *Work Ethic

Studies have shown that employers have traditionally agreed on the behaviors and attitudes they expect from employees and on the security and benefits that they are willing to provide in return. Various factors, including rapid technological advancement and increased foreign competition, have changed this. Today's workers generally have less job security than their predecessors. Furthermore, different employers have begun requiring different attitudes and behaviors from their employees. These changes have in turn made it necessary for vocational and career educators to revise their approach to preparing students to enter and function in the world of work. This revised approach, which has come to be known as vocational ethics, is intended to (1) provide students with a framework for recognizing and resolving internal and external ethical conflicts and (2) give students the opportunity to develop an enabling work ethic. Vocational ethics instruction is centered around two main topics: ethical reasoning skills and mediation skills (assertiveness, emphatic listening, principled negotiation, and risk taking). (MN)

ED 299 588 CS 211 558

Schwartz, Jeffrey
Sharing Writing on an Electronic Network.
PUB DATE- 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audience Awareness; *Computer Networks; *Electronic Mail; High Schools; Word Processing; Writing Exercises; *Writing Instruction
IDENTIFIERS- Middlebury College VT; Writing Assignments
A writing exchange project at Bread Loaf School of English at Middlebury College in Vermont, funded by Apple Education Foundation and McDonnell Douglas, examined what happened when high school students use word processors and a modem to write to distant audiences. In the first exchange, students interviewed each other in pairs and wrote short biographies of the person they interviewed. In the second exchange, students worked in small groups to describe their school and community. Writing to a distant audience motivated students to pay more attention to what they wrote as well as how they said it. Students exchanging writing with outside, interested readers broaden the context in which they write, learn about life outside their own communities, and reflect on themselves. (MS)

ED 299 650 CS 506 446

Sathrum, Janice
Learning through Communication. Teacher's Manual.
West Concord Public Schools Independent School District 205, MN.
SPONS. AGENCY- Minnesota Council on Quality Education, St. Paul.
PUB DATE- 87
NOTE- 77p.; Project funded by the Minnesota Council on Quality Education.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; *Communication (Thought Transfer); Grade 1; Grade 2; Instructional Materials; *Learning Disabilities; *Learning Processes; *Parent Student Relationship; Primary Education; *Reading Skills; Teaching Guides; *Written Language

This guide is intended to inform school districts about the Learning through Communication Program. The goals of the program are (1) to prevent summer loss of reading skills for Chapter 1 and learning disabled students in grades one and two; (2) to involve parents in the learning process of their child; and (3) to increase the child's ability and desire to respond with written communication and to see the positive value of written language in his/her young life. The guide contains 35 pages of illustrated art projects. Three evaluation charts (Sucher-Allred Reading Placement Test scores); a parent's handbook with directions, samples, checklists, and a questionnaire, all related to how to use the packet; and a note on the table of contents are attached. (MS)

ED 299 723 EC 211 002

Strobino, Jane
Coping Behaviors of Parents with Children with Congenital Heart Disease.
PUB DATE- 30 May 88
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (112th, Washington, DC, May 29-June 2, 1988).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Coping; Ethnic Groups; Family Problems; *Heart Disorders; Interviews; Knowledge Level; *Mild Disabilities; *Parent Attitudes; *Physical Disabilities; Questionnaires
IDENTIFIERS- *Hawaii
The study addresses parental coping patterns of children with congenital heart disease in the state of Hawaii. Attention was given to geography and ethnicity as well as parental and child characteristics as factors impacting on the coping pattern. Telephone interviews with parents (N=32) obtained data concerning parent characteristics, their perception and utilization of formal and informal resources, child characteristics, family life and family relationships, social support, and understanding of the medical situation. Among findings were that this sample of children was not substantially disabled by their heart disease, that 60% of parents anticipated complete recovery of their child, and that coping mechanisms focused on family integration and understanding the medical situation. The questionnaire used, "Coping Health Inventory for Parents" was judged to be appropriate for clinical assessment of this population. (DB)

ED 299 751 EC 211 030

Fletcher, R.; And Others
Interagency Collaboration among Rural Special Education Programs: How Is It Done and Is It Working?
PUB DATE- Feb 88
NOTE- 12p.; In: Alternative Futures for Rural Special Education. Proceedings of the Annual ACRES (American Council on Rural Special Education) National Rural Special Education Conference; see EC 211 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Agency Cooperation; *Compliance (Legal); Cooperative Planning; *Disabilities; *Educational Cooperation; Elementary Secondary Education; Federal Legislation; National Surveys; Rural Education; *School Districts; Special Education; *State Departments of Education; State Programs; *State School District Relationship; State Supervisors
IDENTIFIERS- Education for All Handicapped Children Act; *Special Education Cooperatives
Public Law 94-142 requires that local education agencies (LEAs) generating less than $7,500 through the child count formula either submit consolidated applications or use the state education agency (SEA) to provide child services directly. A survey of state directors of special education in 50 states sought to address the status of interagency collaborations among rural school districts. Thirty-six of the states have legislated or regulated systems of collaboration among their local education authorities. Authorization for the systems are categorized under four legal processes: intermediate education units or boards of educational cooperatives, statutorily established consortia/cooperatives, state board of education-regulated centers or cooperatives, and other consolidated applications. School districts have developed interagency agreements not only to meet the $7,500 minimum provision but also to facilitate free, appropriate public education. Fifty-two percent of the SEAs were very satisfied with the ability of their present systems to address Public Law 94-142 compliance issues. An analysis of the perceived strengths and weaknesses among the types of collaborative systems identified seven clusters of positive characteristics and four negative characteristics. Implications for planning are also noted. (JDD)

ED 299 386 CE 050 811

Developing Participative and Problem Solving Skills in Secondary and Post Secondary Vocational and Technical Education. Methods, Information and Exercises. Educator's Manual.
Indiana Labor and Management Council, Inc., Indianapolis.
SPONS. AGENCY- Indiana State Commission on Vocational and Technical Education, Indianapolis.
PUB DATE- Dec 87
NOTE- 171p.
AVAILABLE FROM- Vocational Education Services, Indiana University, 840 State Road 46 Bypass, Room 110, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Change; Classroom Techniques; Communication Skills; Decision Making; Decision Making Skills; Educational Needs; *Education Work Relationship; *Futures (of Society); Group Dynamics; Job Skills; Leadership; *Leadership Training; Postsecondary Education; *Problem Solving; School Business Relationship; Secondary Education; Teaching Methods; Technical Education; *Vocational Education
IDENTIFIERS- *Indiana

This manual was developed to acquaint both teachers and administrators of vocational and technical education in Indiana with the principles and methods of fostering better leadership, communication, problem solving, and decision making skills, as well as instituting cooperative models as a strategy for preparing students to enter the world of work. The five major content areas of the manual are (1) work in the 1990s; (2) group processes; (3) communications; (4) systematic problem solving; and (5) leadership. The first unit addresses the major changes that have taken place in the American economic system over the past several years. It specifically talks about change as it relates to quality and productivity improvement efforts in industry. A number of new work-design strategies are identified and described. At the end of the first unit, a summary of a research study examines industry needs as well as vocational and technical school activity in these areas. The remaining four units provide teaching materials to assist vocational educators in providing these new skills to students. Each unit contains an introduction, learning objectives, conceptual materials, exercises, and references. (KC)

ED 299 401 CE 050 990

Fact Sheets on Working Women .
National Commission on Working Women, Washington, D.C.
PUB DATE- 88
NOTE- 10p.
AVAILABLE FROM- Wider Opportunities for Women, 1325 G Street, N.W., Lower Level, Washington, DC 20005 ($1.00 for each fact sheet).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; *Blacks; Career Education; Clerical Occupations; *Clerical Workers; Demography; *Economically Disadvantaged; *Employed Women; *Employment Patterns; Employment Statistics; Ethnic Groups; Occupational Safety and Health; Poverty; *Salary Wage Differentials; Sex Discrimination; Sex Fairness

These four fact sheets address a number of issues relating to women in the work force. The first, "An Overview of Women in the Work Force," offers a look at the numbers of women in the labor force, the occupational categories represented by women workers, women in professional and nonprofessional occupations, and women in nontraditional occupations. These sorts of statistics are also provided: marital status, working mothers, heads of households, educational level, earnings, and union membership. The fact sheet, "An Overview of Women of Color in the Work Force," presents figures on numbers of minority women in the work force, occupational categories, earnings, unemployment rates, heads of households, working women with children, and union membership. The fact sheet, "Women, Work, and Poverty," provides statistics on working women in poverty, working women in poverty with children, heads of households, benefits, income, educational attainment, and working women in poverty earning minimum wage. The fourth fact sheet, "Secretaries and Clerical Workers," offers a look at the numbers of women employed in clerical occupations, their earnings, salary wage differentials for female and male clerical workers, temporary workers, homebased clerical workers, and union membership of workers in clerical occupations. Information is also provided on hazards of working with video display terminals and barriers to advancement in clerical occupations. (YLB)

ED 299 444 CE 051 087

Polit, Denise F.; And Others
The Challenge of Serving Teenage Mothers. Lessons from Project Redirection.
Manpower Demonstration Research Corp., New York, N.Y.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- Oct 88
NOTE- 37p.; For related documents, see ED 251 558-559, ED 265 237, and ED 275 776-779.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Career Education; Comparative Analysis; *Early Parenthood; *Economically Disadvantaged; Family Life Education; Job Skills; *Mothers; *Parent Education; Pregnancy; *Program Effectiveness; Program Evaluation; Secondary Education; Youth Problems

This updated version of a 1985 monograph includes new findings on Project Redirection, a program intended to ameliorate many severe problems that typically accompany childbearing among economically disadvantaged adolescents. It opens with a review of the consequences of teenage pregnancy and the Redirection approach for addressing the problems. The monograph then discusses the sites' operational experiences. It next reviews the methodology and findings of an impact study that compared, over a 5-year period, teen participants in Redirection with a group of teens similar in all respects except that they had not received the Redirection services. These results are reported: at the 1-year point, participation in Redirection resulted in improvements in education, employment, and childbearing; by the 2-year point, many of the favorable results had disappeared; at the 5-year point, participants had better outcomes in terms of employment and welfare dependency; and at that point, participants appeared to be more competent parents, and their children were at a developmental advantage compared to those of women in the comparison group. The monograph concludes with a summary of lessons for policymakers, program planners, and funding agencies to improve the effectiveness of programs for low-income, school-aged mothers. (YLB)

ED 299 469 CG 021 114

Russell, Pam
Mental Health Legislation Enacted by the 1987 Legislature. Information Memorandum 88-12. (1987 Wisconsin Acts 366, 367, 368 and 394).
Wisconsin State Legislative Council, Madison.
PUB DATE- 16 May 88
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; Adults; *Community Support; Deinstitutionalization (of Disabled); Institutionalized Persons; *Mental Disorders; *Mental Health; *Policy Formation; *Prisoners; *State Legislation
IDENTIFIERS- Wisconsin
This information memorandum describes four acts enacted during the 1987-1988 session of the Wisconsin Legislature dealing with mental health issues: (1) 1987 Wisconsin Act 366, relating to commitment standards and procedures for and alternatives to involuntary commitment; (2) 1987 Wisconsin Act 367, relating to outpatient mental health treatment of minors 14 years of age or older; (3) 1987 Wisconsin Act 368, relating to community support programs and guardianship grants; and (4) 1987 Wisconsin Act 394, relating to services for and commitments of mentally ill inmates and criminally committed persons. Part I of the document discusses development of the legislation; part II highlights the four acts; and parts III through VI describe the background and major provisions of 1987 Wisconsin Acts 366, 367, 368, and 394 respectively. The appendix contains commitment standards as amended by the 1987 Wisconsin Act 366. (NB)

ED 299 497 CG 021 143

Mitchel, Robert I.
Incest: A College Student Nightmare Which Challenges Our Boundaries.
PUB DATE- Mar 88
NOTE- 10p.; Paper presented at the Annual Meeting of the American College Personnel Association (Miami, FL, March 20-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Counseling Services; Family Problems; Higher Education; *Incest; Intervention; Prevention; School Counseling; *Sexual Abuse; *Student Development; *Student Personnel Services; Victims of Crime
Statistics indicate that 100,000 to 500,000 children are sexually abused yearly. Changing child abuse laws, significant attention by the media, and sexual abuse prevention programs have contributed to the explosion of incest disclosures from children and adults, including college students. Studies support the prevalence of incest victims within the U.S. college student population. Incest is a nightmare that silently screams within many college students, both male and female. The symptoms include depression, low self-esteem, poor social skills, and substance abuse. When the incest remains a secret, it interferes with many of the developmental tasks faced by college students. Positive feelings about self, productive relationships with others, and healthy life skills are frequently hindered by unresolved incestuous memories. College campuses and student affairs professionals need to develop services and programs for adult incest survivors. Awareness workshops for student development and faculty should strive to develop a sensitivity for the symptoms of sexual abuse and to develop an awareness of prevention and intervention programs needed to respond to college student survivors. Sex education and awareness programs for students, especially abuse survivors, designed to foster more responsible sexual decision making behavior, would be productive. (Two case examples are included.) (ABL)

ED 299 512 CG 021 158

National Directory of Contacts in Dropout Prevention.
National Dropout Prevention Center, Clemson, SC.
SPONS. AGENCY- General Foods Corp., White Plains, N.Y.
PUB DATE- Sep 87
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Directories; *Dropout Prevention; *Dropouts; Elementary Secondary Education; *Public Schools

This document notes that more than 700,000 public school students drop out of school annually and recognizes that many national, state, and local programs exist to encourage young people to stay in school. It describes the National Dropout Prevention Center as a resource base and a clearinghouse for those involved in reducing the high dropout rate, and presents this directory of people involved in dropout prevention programs around the country as part of the Center's commitment to facilitating coordination and cooperation among programs. The directory itself is divided into three sections (national, regional, and state) and includes representatives from educational organizations, regional laboratories and groups, and state departments of education. In addition, some contacts from local and city-wide organizations are included. Information for the directory was obtained from questionnaires and telephone calls, and from organizations who contacted the National Dropout Prevention Center. More than 350 names and addresses are included.(NB)

ED 299 541 CS 009 343

Zarrillo, James
Literature-Centered Reading and Language Minority Students.
PUB DATE- Aug 87
NOTE- 29p.; Paper prepared for the Institute on Literacy and Learning Language Minority Project, University of California (Santa Barbara, CA, August 24-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basal Reading; Beginning Reading; *Bilingual Education Programs; Case Studies; Elementary Education; *English (Second Language); Individual Differences; Individualized Reading; Language Experience Approach; Limited English Speaking; *Literature; *Reading Instruction; Reading Processes; *Reading Programs; Reading Writing Relationship; Second Language Programs; Teaching Models; Writing Processes
IDENTIFIERS- Nonnative Speakers; Whole Language Approach
This paper argues that literature-centered reading programs, based on the perspective that reading is the process of bringing meaning to print, are in the best interest of the language minority students in the nation's elementary schools. After a review of basal reading systems and language-centered reading programs, the paper describes the problems faced by language minority students and limited English proficient (LEP) students in traditional reading programs. Several case studies are presented in the development of second language literacy. The paper concludes with a model of a literature-centered reading program for language minority students which is built on the premises that reading and writing are processes acquired through use; that the ability to read and write competently in two languages is of value; and that elementary school children of the same chronological age differ widely in their interests and abilities. The model advocated in the paper has three phases: (1) core book units, in which students are provided with a thorough experience with one book; (2) literature units, to allow students to learn about literary genres, themes, and selected authors; and (3) individualized reading and writing, in which students select the books to read and the genres and topics they wish to write about. The paper also discusses the Language Experience Approach and the use of predictable books, and stories, two special intervention programs for beginning readers, whether bilingual or monolingual. (Seventy-six references are appended.) (RS)

ED 299 603 CS 506 388

Tankel, Jonathan David
The Ratings Sweeps: An Essay on the Ethics of Television Economics.
PUB DATE- 6 Nov 88
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advertising; Audiences; *Broadcast Television; Ethics; *Programing (Broadcast); Television Commercials; Television Research
IDENTIFIERS- Advertising Effectiveness; *Television Networks
The ethical dilemma presented by the ratings sweeps is a fundamental operating principle of advertiser-financed television broadcasting: broadcasters generate operating revenue and profit by exchanging audiences for money with advertisers. In order to create or attract audiences to be sold, the broadcaster formulates or acquires and then circulates cultural images in the form of programs and commercial advertisements as a "consciousness industry." By examining the ethical dimensions of the marketplace practices motivated by audience measurement, it should be possible to interrogate the fundamental assumptions of culture production situated in the political, social, and economic environment created by monopoly capitalism. For the television industry, quantitative audience measurement is the primary mechanism of audience commodification and the ratings sweeps are acts of containment on the part of the broadcasters. The immense up-front cost of television programs capable of generating larger-than-average audiences will continue to inhibit year-round production, and advertising revenue will continue to coalesce at certain times of the year. As long as advertisers accept the broadcasters' claims of viewer cooperation, the ethical dilemmas of television economics will remain. With, or without, formal ratings sweeps, advertiser financed television broadcasters will continue to profit from this absurdity that substitutes the financial exigencies of private capital for the cultural potential of television as social communication. (Thirty-eight references are attached.) (RAE)

ED 299 619 CS 506 408

Kitao, S. Kathleen
The Group in Japan and the United States.
PUB DATE- 88
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Communication Problems; *Cultural Differences; Foreign Countries; *Group Behavior; *Group Dynamics; *Group Structure; *Intercultural Communication
IDENTIFIERS- *Japan; *United States
One of the most important differences between American and Japanese cultures is the difference in group interaction. The Japanese have been described as group-oriented and Americans as individualistic. In Japan, groups are hierarchical and usually make decisions by consensus. Japanese groups play an important role in the lives of their members, and the same group may serve several purposes. In contrast, American groups are less hierarchical, and decisions are usually made by voting or by an appointed person. Purposes of groups tend to be compartmentalized, i.e. each group serves only one main purpose. This paper offers an examination of various types of groups, including the family, clubs, the university, and the company, in order to bring details of their contrasting characteristics and interaction styles to light. Americans and Japanese working together in groups should learn as much as possible about each other's attitudes, values, and behaviors. Americans need to be more patient while the group arrives at a consensus, and Japanese should make an effort to express their own opinions during the discussion process. (Seventeen references are attached.) (SR)

ED 299 636 CS 506 426

Gray, Pamela L.; And Others
A Comparison between PSI-Based and Self-Contained Formats of Instruction in the Introductory Speech Communication Course.
PUB DATE- 4 Nov 88
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Communication Apprehension; Communication Research; *Communication Skills; Higher Education; *Introductory Courses; *Self Esteem; *Speech Communication; *Teaching Methods
IDENTIFIERS- *Personalized System of Instruction; Speech Communication Education

The value of the basic course in speech has been affirmed in several surveys, and indications are that a high priority should be given to keeping the introductory course a quality course. In order to examine the aspects of the basic course, such as class size, interaction, and instructional format, a study assessed differences between two instructional methods in a basic speech communication course: a modified Personalized System of Instruction (PSI) and a self-contained format. Communication skills, communication apprehension, self-esteem, and academic achievement in, perceptions about, and satisfaction with the course were compared. Data were collected from subjects, 813 undergraduates enrolled in the basic speech communication course (107 were enrolled in two PSI-based sections and the remaining 706 were enrolled in 28 self-contained sections of the basic course), by pretest questionnaire, posttest questionnaire, and collection of grades from instructor's record books. Using t-tests to compare means and mean change scores, the PSI-based format was found to be more effective than the self-contained format. Comparing these data with an earlier study designed to compare the PSI-based method with a more traditional lecture-recitation format, the self-contained approach appeared to be a better alternative than the lecture-recitation for teaching this course, but the PSI-based model was still clearly superior to both alternatives. (Three tables of data are included, and 32 references are appended). (MS)

ED 299 693 EA 020 432

Meisz, Eva

Curriculum Planning and Enactment of Beginning Teachers--Is There a Fit or a Gap between the Two?

PUB DATE- Apr 88
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum; *Curriculum Development; *Curriculum Research; Elementary Secondary Education; Mentors; Public Schools; *Teacher Orientation

Long-term observational research was conducted in the classrooms of two inductee teachers to examine their formal policy documents, curriculum planning, and curriculum enactment. The purpose was to examine the gap between the policy and planning materials and the enacted curriculum to determine what really counted as curriculum in the classrooms. The conceptual framework of curriculum is examined as found in recent literature. "Curriculum as a situated event" is the theoretical basis of the study. The literature on teacher planning is also reviewed. The two teachers who were chosen to be studied were observed extensively for 3.5 months. The results suggest that the curriculum found in lesson plans deals primarily with events and that these plans serve as skeletons for the real lessons that occur in the classroom. It also appeared that the inductee teachers and their mentors only discussed the events curriculum, not the substantive issues during their conferences. Thirty-eight references are appended. (LMS)

ED 299 767 EC 211 046

A Child's Guide to Seizure Disorders.
Epilepsy Foundation of America, Landover, MD.
REPORT NO.- 078-787-CGS
PUB DATE- 87
NOTE- 7p.; For related documents, see EC 211 045-047.
AVAILABLE FROM- Epilepsy Foundation of America, 4351 Garden City Dr., Landover, MD 20785.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Drug Therapy; *Epilepsy; Neurology; Safety Education; *Seizures; *Self Care Skills

Intended for young children suffering from seizure disorders, the booklet explains what a seizure disorder is, encourages the asking of questions, provides a simple explanation of how seizures happen and what effects they have, describes various kinds of seizures, and stresses the importance of taking prescribed medication regularly. Also stressed are first aid measures a child can take if he sees another child having a seizure. (DB)

ED 299 484 CG 021 129

Bauer, Allison
Learned Helplessness: Shifts in Affect Following Uncontrollability and the Relationship to Attributional Style.
PUB DATE- 87
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attribution Theory; Cognitive Style; College Students; Depression (Psychology); *Helplessness; Higher Education; Locus of Control; Research Needs; *Sex Differences
This study investigated the reformulated theory of learned helplessness, centering around attributional style in the cause of cognitive and emotional deficits. Subjects (N=58) were undergraduate and graduate psychology students at the University of Alabama at Huntsville. Subjects were divided into an experimental group (N=30) who received uncontrollability and a control group (N=28) who received controllability. An assessment was made for subsequent changes in performance and affect following treatment. The procedure used locus of control and depressive score measures to investigate four hypotheses: (1) experimental group will evidence cognitive and emotional deficits following uncontrollability; (2) an increase in symptoms of learned helplessness will be produced in internal, stable, and global subjects; (3) experimental females will become more depressed than experimental males; and (4) subjects with positive performance perceptions will be internal attributers. Results supported all hypotheses except the third. The theory of reactance may explain the cognitive deficits that were produced as an alternative to Seligman's theory of learned helplessness. The need for further research in the area of induced cognitive deficits is indicated. (Twenty-two references are listed, and appended materials include a consent form, instructions, check lists and questionnaires, response forms, and a debriefing statement.) (ABL)

ED 299 527 CG 021 173

Sickmund, Melissa; Baunach, Phyllis Jo
Children in Custody: Public Juvenile Facilities, 1985. Bureau of Justice Statistics Bulletin.
Department of Justice, Washington, D.C. Bureau of Justice Statistics
REPORT NO.- NCJ-102457
PUB DATE- Oct 86
NOTE- 9p.; For a prior report, see ED 282 968.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; *Correctional Institutions; *Crime; *Delinquency; Differences; *Juvenile Courts; Regional Characteristics; Statistical Surveys; *Youth Problems
A total of 1,040 publicly operated state and local juvenile detention, correction, and shelter facilities held 49,322 juvenile residents on February 1, 1985, an increase of 1% from the previous year. About 93% of the juveniles were accused of, or had been convicted for, acts which would be criminal offenses if committed by adults. Most of the rest were status offenders, such as truants, runaways, or curfew violators. The juvenile population was predominantly male (86%) and white (61%). There were 185 juveniles confined in public facilities per 100,000 juveniles at least 10 years old, up 5% from 1985. The western United States had the highest confinement rate, followed by the Midwest, South, and Northeast. About 18% of the public juvenile facilities had more residents than they were designed to hold, down from 21% in 1983. Most facilities were locally run, although most juveniles were held in state-run facilities. The average cost for housing one resident was highest in the Northeast ($39,000), followed by the Midwest ($26,100), the West ($22,900), and the South ($22,700). Juveniles detained pending adjudication, disposition, or placement stayed an average of 12 days in custody. Juveniles committed by court authorities stayed an average of 163 days; those who were voluntarily admitted stayed an average of 32 days. (Twelve tables illustrate the statistics.) (ABL)

ED 299 557 CS 009 360

Dwyer, Edward J.
Analysis of Reading Achievement, Listening Comprehension, and Paradigmatic Language of Selected Second Grade Students by Race an Sex.
PUB DATE- 80
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- Grade 2; Language Acquisition; *Listening Comprehension Primary Education; Racial Factors; *Reading Achievement; Reading Research; Rural Environment; Rural Youth; Sex Differences; Sight Vocabulary
IDENTIFIERS- Paradigmatic Responses
A study examined the achievement scores of second graders by race and sex on several measures of language competence. Achievement was measured in paradigmatic language, reading comprehension, sight vocabulary and listening comprehension. Subjects were 157 second graders in a large elementary school in a rural county in Georgia; one-third of the subjects were black. The mean income of families living in the area was substantially lower than that of the national average. Results showed that girls' scores were superior to those of boys (.05) on all measures. Scores of whites were superior (.01) to those of blacks. While scores of white girls were higher than those of white boys (.05) on all measures except that of paradigmatic language, scores of black boys and black girls were almost identical on all measures. Research suggests that cultural differences could account for varying levels of motivation. Also, the white boys involved in this study lived in an environment in which emphasis was not placed on academically oriented activities for boys. The proposal that cultural influences account for the superior performance of the white girls appears plausible. (Four tables of data are included, a list of suggested areas of further research and 25 references are attached.) (RAE)

ED 299 573 CS 211 541

Trabasso, Tom
The Achievement of Global Coherence through Local Causal Inferences in Narrative Comprehension and Production.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Spencer Foundation, Chicago, Ill.
PUB DATE- Oct 86
NOTE- 33p.; Paper presented at the Annual Meeting of the Boston University Conference on Language Development (11th, Boston, MA, October 17-19, 1986).
GRANT- HD-17431
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Grade 3; Grade 6; Grade 9; Grade 11; Grade 12; Models; *Reading Comprehension; Reading Processes; Reading Research; Text Structure
IDENTIFIERS- Episodic Organizers; *Narrative Text; *Story Structure
Using a recursive network transition model for depicting stories to generate two stories of contrasting structure (successive episodes organized by topic and embedded episodes organized by failed and successful goals), a study examined the understanding of the structures by having children in the third through eleventh grades rate each story statement for its importance relative to the story as a whole. One hundred ninety-three third graders, 205 sixth graders, 179 ninth graders, and 180 eleventh and twelfth graders participated in the original study (van der Broek, 1985). The two stories used for this study contained nearly identical content--the difference between them being that the episodes and constituent sentences had been restructured, providing two contrasting networks of statements and their relations (sequentially and hierarchically), implying different meanings of the events. Data showed that the understanding of relations within episodes preceded understanding of relations between episodes. Results indicated that story comprehension developed out of local understanding of, and inferring causal relations between story statements about actions and states. Local coherence at the level of pairs of sentences leads to global coherence of the narrative discourse. (Seven tables of data and eight figures are included.) (MM)

ED 299 589 CS 211 559

Griffith, Priscilla L.
Analysis of the Language Arts Comprehension Curriculum: Grades 1-5. Research Report No. 87-19.
Charleston County School District, North Charleston, S.C.
PUB DATE- 13 Jul 87
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Ability; *Curriculum Design; *Difficulty Level; Elementary Education; Grade 1; Grade 2; Grade 3; Grade 4; Grade 5; Inferences; *Language Arts; Reading Comprehension; *Test Items; Vocabulary Skills
IDENTIFIERS- Main Idea; *Rasch Model
This report examines student performance on a test composed of items developed to be aligned with the Charleston County School District (CCSD) Language Arts Comprehension Curriculum. The report contains a data analysis section that explains the relationship between two basic concepts of the Rasch measurement model, item difficulty and student ability. The report then discusses curriculum charts which have been constructed for grades 1 through 5. Item difficulty, student ability, and item response patterns were used to analyze group performance on the curriculum objectives within each of the 14 domains of the CCSD Language Arts Comprehension Curriculum. The domains were collapsed into five content areas: vocabulary knowledge; main idea; literal comprehension; inferential comprehension; and analysis of literature. The report includes recommendations within each content area. Ten figures are also included. (MS)

ED 299 651 CS 506 447

Glasnapp, Pamela M.
The Learning and Recall of Unexpected Information in Social Schemas.
PUB DATE- Nov 88
NOTE- 47p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Students; Communication Research; Higher Education; Information Sources; *Interpersonal Communication; Interpersonal Competence; *Recall (Psychology); Social Cognition
IDENTIFIERS- Heider (F N); Social Roles
A study examined how people respond to violations of F. Heider's (1958) balance principle when learning patterns of sentiments among people in a group. Subjects, 90 students from introductory psychology and communication courses at the University of Kansas, participated in the experiment, and were randomly assigned to one of three schema conditions--transcendent, nontranscendent, and balanced. Fifty-four subjects participated in the one-week recall condition, while 36 subjects participated in the 15-minute recall condition. Subjects answered questions on four stories, then were interviewed and debriefed. Results indicated that when negative sentiments were paired with parent-child unit relations, subjects processed the sentences for a longer period and remembered the information less well; (2) that even in the nontranscendent condition, subjects sought for an explanation for unbalanced

patterns and found it in the divorce schema and the religious differences schema (two of the stories); and (3) even though the apriori hypotheses were not fully confirmed, there was consistent evidence that the transcendent patterns were acquired and retained better than nontranscendent ones. Although the varying effects of the three conditions of the text variable produced significant interactions, therefore not supporting the apriori hypothesis, the notion of a transcendent explanation was strongly supported. In addition, results demonstrated that information that cannot be accounted for within a schema may not be recalled accurately, even when it receives greater processing time. These results were best accounted for with F. I. M. Craik and E. Tulving's notion of an integrated, coherent pattern produced by deep processing. (Fourteen tables, four stories, and 31 references are attached.) (RAE)

ED 299 664 EA 020 291

Funk, Carole
Career Paths and Work Patterns of Women in Mid-Management Roles in Busines and Education.
PUB DATE- May 88
NOTE- 18p.; Paper presented at the Texas Woman's University Conference on Women and Work (Arlington, TX, May 1988). For related documents, see ED 285 282-283.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; *Business Administration; *Career Planning; Change Agents; *Educational Administration; Elementary Secondary Education; *Females; *Leadership Styles; Participative Decision Making; Success
IDENTIFIERS- *Texas Womans University
To obtain more information about the characteristics, work patterns, and career paths of women in middle management roles, this study collected structured interview data from 45 managerial women in business and education. During summer 1987, each student in the Women and Careers class at Texas Woman's University interviewed two female managers, one in business and the other in education. Interviews consisted of 25 open-ended questions focusing on career goals, career and life planning, factors motivating movement into management, leadership styles and philosophy, employee motivation techniques, effect of career on marital status, sexual harassment, office politics, dressing for success, childhood heroes, involvement in team sports, and advice to share with beginning female managers. Results showed that the managerial women (1) had been in management positions for 5 to 10 years, have college degrees, are married, and are the eldest children in their families; (2) did not establish life or career goals until later in life; (3) would like to have attended college earlier, taken business and finance courses, and regarded their education more seriously; (4) have promoted teamwork and commitment through

motivation techniques, goal orientation, fairness, delegation, and participative decisionmaking; (5) had fathers or mentors who greatly influenced their leadership styles; (6) moved into management to obtain higher salaries, be change agents, and meet new challenges; (7) motivate employees by using praise, consensus, and advancement; (8) were assertive, but not necessarily risk-takers; (9) said they advanced as a result of experience, a good education, high visibility, teamwork, and goal-setting. (MLH)

ED 299 678 EA 020 407

Brunner, Regina Baron
Legal, Societal, and Ethical Issues Concerning Intellectual Rights in Computer Education.
PUB DATE- Oct 88
NOTE- 21p.; Paper presented at the Annual Meeting of the Society of Scholars and Educators (13th, Miami Shores, FL, October 7-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Software; *Copyrights; Court Litigation; Elementary Secondary Education; *Intellectual Property; *Patents; *Plagiarism; Public Schools

Computer software, which often takes years to produce, is currently being copied and used illegally in school settings. This violation of the law has many repercussions within the academic community. In this discussion, several court cases dealing with this situation are emphasized. It is also noted that the U.S. Office of Technology Assessment (OTA) has made an effort to differentiate between property rights and patents as this distinction applies to software. There are also recent additions to copyright laws that add computer software to those items protected. The educational community has typically not honored the copyright laws as they apply to the electronic media, though it has always strongly respected other kinds of intellectual property belonging to other persons. A recommendation is made that computer law courses must be developed for teachers so that they will be able to teach the legal requirements to their students and that academia in general must educate all those on campus as to what is appropriate, ethical, and legal behavior in respect to these issues. Twenty-seven references are appended. (LMS)

ED 299 709 EA 020 451

Brocato, Frank C.; Seaberg, John J., Jr.
Psychological Type and Task Accomplishment in the Public School Management Team.
PUB DATE- Apr 87
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Characteristics; Elementary Secondary Education; *Group Dynamics; Interprofessional Relationship; *Management Teams; Organizational Effectiveness; Organizational Theories; Personality Measures; *Psychological Characteristics; Task Analysis; *Teamwork
IDENTIFIERS- *Administrator Behavior; Contingency Models; Myers Briggs Type Indicator
This study sought to test the predictive power of the hypothesis that in formal organizations, groups of complementary (different) psychological types will perform two types of tasks more efficiently and effectively than groups consisting of compatible psychological types. The Myers/Briggs Type Indicator (MBTI) of Jungian personality types was distributed to the superintendent and principals in 25 randomly selected school districts in a southwestern state in order to determine compatible and complementary personality types, and 10 compatible and 10

complementary management teams were identified from this group to participate in the next phase of the study. The structured and ambiguous tasks for the study were designed according to Fiedler's (1967, 1971) contingency model. The researcher visited each school site to administer the structured and ambigous tasks and to record the time used by each team to complete the tasks. Results were submitted to a panel of judges to establish a numerical score of performance. The structured task for the study was the completion of two bus routes, while the ambiguous task was to consider a case study, reach consensus on the team's position, and defend that position in a paper. The study confirms findings of both small-group and contingency theorists that the type of task and interpersonal relations are variables affecting task team performance. However, it appears that psychological type of task team members is a more significant factor when performing an ambiguous task than in performing a structured task. A bibliography is included, and statistical correlations for each group are appended. (TE)

ED 299 738 EC 211 017

Bull, Kay Sather
Developing Community Resources To Support Rural Gifted Programs.
PUB DATE- Feb 88
NOTE- 18p.; In: Alternative Futures for Rural Special Education. Proceedings of the Annual ACRES (American Council on Rural Special Education) National Rural Special Education Conference; see EC 211 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Programs; Elementary Secondary Education; *Gifted; Human Resources; *Program Development; Public Relations; Resources; *Rural Education; *School Community Relationship; Volunteers

The paper provides guidelines to rural school districts developing community support and resources for their gifted education programs. The following seven questions are addressed: (1) Does your gifted/talented program and community need a formal community resource development team? (2) If so, how should it be developed? (3) How can you get other programs, within and without the school, involved? (4) What kinds of things, funding sources, places, people, can you expect to solicit for students, teachers, and parents within the community? (5) Who, how, and when should you solicit materials, funds, etc? (6) What kinds of resources should you recruit outside of the community? (7) What kinds of processes should a resource developer deal with? Tables list: "thing" resources within the community, places within and around the community, roles people play and people resources, funding sources and activities, resources outside of the community, ways to get publicity, and volunteer programs. (DB)

ED 299 416 CE 051 042

LVN to ADN: Innovative, Non-Traditional Learning Project.
Austin Community Coll., Tex.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 88
NOTE- 356p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Associate Degrees; Behavioral Objectives; Community Colleges; *Course Content; Course Organization; Health; Learning Activities; *Medical Services; Nurses; *Nurses Aides; *Nursing Education; Test Items; Two Year Colleges

This document contains the curriculum for the first nursing course in the Licensed Vocational Nurse Mobility Track Project. The project is designed to provide selected Licensed Vocational Nurses (LVNs) the opportunity to complete the nursing course requirements for an Associate of Applied Science Degree in Nursing (ADN) in three semesters of part-time course work. This course assesses and evaluates nursing knowledge, skills, and attitudes in relationship to the transition to associate degree nursing practice. The content focuses on review of concepts basic to nursing practice and presents content to expand the student's nursing knowledge, skills, and attitudes as they develop in the ADN role of provider of patient care. Laboratory experiences provide the student the opportunity to demonstrate the application of prior learning and new knowledge to clinical situations. The six modules of the course cover the following topics: nursing--profession and process; the psychosocial need; the safety need; the rest, comfort, activity, and regulatory need; the nutrition and elimination needs; and the oxygen need. Each module contains an introduction, module objectives, learning activities, content information, learning resources, and a pretest/posttest. Appendices provide entry-level objectives and materials for the last four modules. (KC)

ED 299 430 CE 051 059

O'Neil, Sharon Lund; Everett, Donna R.
Information Systems Administration. Course Seven. Information Systems Curriculum.
Association of Information Systems Professionals, Deerfield, IL.; Houston Univ., Tex. Coll. of Technology.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 88
NOTE- 108p.; For related documents, see CE 051 053-058.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Automation; Behavioral Objectives; Business Administration; *Business Education; Computer Oriented Programs; *Computer Science Education; Curriculum Guides; Higher Education; Information Processing; *Information Science; *Information Systems; Learning Activities; *Systems Analysis; Word Processing
This course is the seventh of seven in the Information Systems curriculum. The purpose of this capstone course is to build on skills acquired in the earlier courses. Emphasis is placed on realistic situations and challenges that exist in the automated office and for which information systems technology and skills are pertinent. These components are provided for each task area: behavioral objective, suggested teaching strategies, content, and summary. Topics covered include principles, skills, and knowledge needed by an information systems analyst, specialist, or high-level end-user; development of organizational and individual strategies to actuate information systems; identification of critical issues in the automated office; demonstration of skills such as negotiation, persuasion, leadership, interviewing, knowledge of subject and organizational structures, and communication to aid in the project planning process; and determination of factors in new and/or existing systems related to data and physical security and integrity. Appendixes include visuals (transparencies and other teacher materials), student materials (student handouts, work sheets, and exercise materials), evaluation (end-of-task and end-of-unit questions, test items, etc.), and references (including an eight-page bibliography, a list of job titles for information systems workers). (YLB)

ED 299 724 EC 211 003

Dooley, Donna M.; Schoen, Sharon F.
Decreasing Talking-Out and Increasing Academic Behavior in a 7-Year-Old Child.
PUB DATE- 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Modification; *Behavior Problems; Classroom Techniques; Discipline; *Mild Mental Retardation; *Multiple Disabilities; Positive Reinforcement; Primary Education; Time on Task; Writing Instruction
IDENTIFIERS- *Differential Reinforcement of Other Behaviors
The study attempted to decrease the talking-out behavior and increase the pre-writing skills of a 7-year-old educable mentally retarded boy in a special school for children with orthopedic handicaps. Differential reinforcement of other (DRO) behaviors was used during 30 minutes a day four times a week. Appropriate behaviors of the subjects and other students in the class were reinforced with praise. All inappropriate behaviors were ignored. A program of decreasing assistance moving from physical guidance to verbal prompts to no cues was used to increase the pre-writing behavior. Each successful attempt at any phase of the cuing was praised. The intervention resulted in decreasing talking-out behavior from 84% to 7% and increasing pre-writing behaviors from 8% to 100%. (DB)

ED 299 768 EC 211 047

Course Work and Career Planning for Students with Epilepsy: A Guide for School Counselors.
Epilepsy Foundation of America, Landover, MD.
SPONS. AGENCY- American Legion Child Welfare Foundation, Inc., Indianapolis, Ind.
REPORT NO.- 068-186-SCB
PUB DATE- 85
NOTE- 17p.; For related documents, see EC 211 045-046.
AVAILABLE FROM- Epilepsy Foundation of America, 4351 Garden City Dr., Landover, MD 20785.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Achievement; Athletics; *Career Education; *Counselor Role; Driver Education; *Epilepsy; Physical Education; *School Counseling; Secondary Education; Seizures; Social

Attitudes; *Student Participation; Therapy

Intended for secondary school counselors, the pamphlet examines effects of epilepsy on course work and career planning. Briefly covered are the nature of epilepsy, treatment, social impact, and public misunderstanding. Effects on academic achievement are discussed in terms of functional problems related to where the seizure activity is located in the brain, side effects of medication, missed schooling, and effects of recent diagnosis. The pamphlet distinguishes among seizure-related behavior problems, social reaction behavior problems, and unrelated behavior problems. The need to avoid overprotection is stressed with guidelines offered for participation in driver's education, physical education, the athletics program, and industrial arts. Ways the counselor can help build a positive attitude toward career planning are suggested as is utilizing vocational rehabilitation services for graduating students more severely impaired. (DB)

ED 299 782 EC 211 061

Dice-Ziegler, Barbara
Strategies for Teaching Handwriting to the Learning Disabled.
PUB DATE- 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Attention Deficit Disorders; Elementary Education; *Handwriting; Hyperactivity; *Learning Disabilities; Multisensory Learning; Perceptual Motor Learning; Relaxation Training; *Teaching Methods; *Writing Instruction; *Writing Skills
The article outlines six strategies for teaching handwriting to learning disabled elementary students with differing instructional needs. A rationale for the use of each strategy is followed by a step-by-step description of the teaching procedure. Strategy goals include the following: (1) teaching the manuscript alphabet through letter pictures to a student with a revisualization deficit; (2) using color stimulation to teach cursive handwriting to a student showing signs of a high degree of activity or agitation; (3) teaching handwriting to a student with poor motor memory using the large arm muscles; (4) using multisensory instruction to teach handwriting to students with an attention deficit; (5) teaching cursive handwriting as a way of helping to correct a reversal problem; (6) using relaxation to help learning disabled students improve handwriting and decrease physical tension. (JW)

ED 299 387 CE 050 828

Consortia Directory 1988.
Sangamon State Univ., Springfield, Ill. East Central Curriculum Management Center.
SPONS. AGENCY- National Network for Curriculum Coordination in Vocational and Technical Education.
PUB DATE- 88
NOTE- 31p.; Chart has poor reproducibility.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Basic Skills; Career Guidance; *Consortia; Coordinatio
Curriculum Development; Distributive Education; *Educational Cooperation; Entrepreneurship; *Institutional Cooperation; Marketing; Postsecondary Education; Professional Development; Regional Cooperation; Regional Planning; Secondary Education; *Shared Resources and Services; Statewide Planning; Teacher Education; Technical Education; Technology; Testing; Two Year Colleges; *Vocational Education

This directory profiles the following 16 vocational education consortia: American Association for Vocational Instructional Materials; Applied Communication; Applied Mathematics; Consortium for the Development of Professional Materials for Vocational Education; Electric Utility Instructor Training Consortium; Marketing Education Resource Center; Mid-America Vocational Curriculum Consortium; National Alliance of Community and Technical Colleges; National Consortium of State Career Guidance Supervisors; National Entrepreneurship Education Consortium; National Network for Curriculum Coordination in Vocational and Technical Education; National Occupational Competency Testing Institute, Inc.; National Vocational Education Professional Development Consortium; Principles of Technology; Southern Regional Education Board (SREB) State Vocational Education Consortium; and Vocational-Technical Education Consortium of States. Each profile includes the following: consortium title, address, phone number, director, date of origin, unit of membership, organizational structure, philosophy, obligations and benefits of membership, description and availability of products, members, and curriculum sales. Also included are tables consolidating information from all of the profiles on consortia features, methods of occupational analysis, membership rosters, and staff. (MN)

ED 299 402 CE 050 992

Pay Equity--A Fact Sheet.
National Commission on Working Women, Washington, D.C.
PUB DATE- 87
NOTE- 5p.
AVAILABLE FROM- Wider Opportunities for Women, 1325 G Street, N.W., Lower Level, Washington, DC 20005 ($1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adults; Career Education; *Comparable Worth; *Employed Women; Employment Practices; Employment Statistics; *Equal Opportunities (Jobs); Labor Legislation; *Salary Wage Differential

This fact sheet addresses pay equity, that is, the goal of a fair wage-setting process that eliminates sex and race discrimination. It begins by setting forth the problem through statistics on men's and women's median annual earnings, the occupational categories represented by women workers, and median annual earnings by occupation. A glossary is also provided. Obstacles to pay equity are then identified and answers suggested. These obstacles are considered: high cost, cultural bias, theory of the market, occupational segregation, fear of lowered male wages, and theory of apples and oranges. These remedies are recommended: collective bargaining, legislation, voluntary initiatives, and litigation. Examples of each are provided. Three national laws to protect working women's wages are cited. Finally, a national outlook is presented. Proposed federal legislation and pay equity activities at the state level are briefly outlined. (YLB)

ED 299 445 CE 051 091

Transition Research on Problems of Handicapped Youth Project

TROPHY . Occasional Papers Number 2.
Washington Univ., Seattle.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 88
NOTE- 165p.; For related documents, see ED 298 280-282.
CONTRACT- 300-85-0174
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; *Education Work Relationship; *Employment; *Employment Level; Employment Patterns; Labor Force; Postsecondary Education; Secondary Education; Sheltered Workshops; Vocational Education; *Vocational Rehabilitation; *Work Experience Programs
IDENTIFIERS- Supported Work Programs

These five papers deal with topics related to problems associated with transition from school to independent living for handicapped youth. "Individual Transition Plans: From Lip Service to Implementation" (Joseph Stowitschek, Cheryl Kelso) reports on a study to determine the extent to which individual transition planning is advocated by state education and vocational rehabilitation agencies and in what form. "Supported Employment: Program Features Compared to Outcomes" (Gregory Nelson, Joseph Stowitschek) describes a study to select a sample of programs high or low on selected programmatic outcomes and compare them to determine on which features they differed. "Salient Features Distinguishing Highly Active from Minimally Active Early Work Experience Programs for Mildly Handicapped Youth" (Marilyn Cohen et al.) discusses research to identify differences that exist in organizational structures and to examine distinguishing problem-solving processes that respond to obstacles presented in developing early work experiences. "The Employed Handicapped: Characteristics of Their Employers" (William Schill et al.) looks at employers who knowingly and purposefully hire handicapped individuals in terms of site size, location, and activity. "Employer Perspectives and Handicapped Employees Experiences: An Empirical Analysis" (William Schill et al.) assesses the careers of handicapped persons in the labor force. Each paper includes a bibliography. (YLB)

ED 299 458 CE 051 132

Naylor, Michele
Trends and Directions in Career Education. ERIC Digest No. 79.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 4p.
CONTRACT- RI88062005

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Career Education; *Educational Change; *Educational Needs; Educational Objectives; *Educational Trends; Futures (of Society); Postsecondary Education; *Program Content; *Program Improvement; Relevance (Education); School Business Relationship; School Community Relationship; Secondary Education
IDENTIFIERS- ERIC Digests
The repeal of the Career Education Incentive Act of 1977 in 1981 and a number of societal changes in the last decade have altered the context of career education. Rapid changes in information and technology, changing family patterns, structural changes in the economy and labor market, and the trend toward lifelong education are all factors that have had a significant impact on the objectives and delivery of career education. The following areas merit special attention by educational planners and career educators alike: private sector/education partnerships; general employability needs; career awareness, exploration, and decision making; career infusion and educational reform; work as a meaningful part of the total life-style, the education-work relationship and career choice, and equity and career choice. Key issues that may shape the future of career education are the extent to which career education will (1) focus on employment as opposed to employability, (2) enhance partnerships between the educational system and the community, (3) serve as an effective educational reform movement, and (4) continue to be guided by and have the support of state and local leadership. (MN)

ED 299 470 CG 021 115

Donley, Rita J.; And Others
The Effect of Several Self-Disclosure Permutations on Counseling Process and Outcome.
PUB DATE- Apr 88
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Seniors; Competence; *Counseling Techniques; *Counselor Characteristics; Employment Interviews; Higher Education; *Interviews; Intimacy; Males; Outcomes of Treatment; *Self Disclosure (Individuals); *Skill Development
Although self-disclosure is generally considered to be an essential ingredient of existential approaches to counseling, the concept itself is not well-defined and its effects on counseling process and outcome have not been clearly documented. This study examined the potential effects of self-disclosure in a clinical setting. Sixty male college seniors with deficient job-interviewing skills were randomly assigned to one of five treatments in a 2 x 2 + 1 design. The presence or absence of two kinds of counselor self-disclosures were crossed and embedded in a standard interview skills training program. The standard program and an additional no treatment cell served as control conditions. Four different counselors treating subjects on an individual basis provided predetermined genuine self-disclosures at different points in the interviews. Their self-disclosures reflected the qualities of intimacy and /or skill display. Comparisons between the existential and coping-mastery model literatures were drawn. The supposition that counselor self-disclosures lead to improvement in counseling process and outcome was not supported. (Author/NB)

ED 299 498 CG 021 144

Davis, Bruce; And Others
Evaluation Report of the K-12 Comprehensive Guidance Program of th

San Diego City Schools and Appendices.
San Diego City Schools, CA. Planning, Research and Evaluation Div.
PUB DATE- 30 Jun 87
NOTE- 268p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Counselors; Elementary Secondary Education; *Employment; *Program Effectiveness; *School Counseling; *School Guidance

This document presents a report evaluating the K-12 comprehensiv guidance program of the San Diego City Schools which emphasizes findings of the evaluation. The description of the methodology of the study indicates that various surveys and instruments were used to collect data at the elementary and secondary level from administrators, head counselors, in-school counselors, career counselors, district counselors, project resource teachers, school nurses, guidance aides, students, and classroom teachers. Findings of the evaluation are presented as answers to 10 questions which cover topics including philosophies of the program, level of clien satisfaction, and innovative programs to better guidance programs. Twenty-two conclusions are listed which range from noting the well-defined organizational structure, to describing counselors' perceptions that physical facilities are inadequate. Fourteen recommendations are listed which are directed to the staff and one recommendation to the board. These recommendations include initiation of a task force to develop plans and program policy and recommendations based on results of the evaluation data. Thirteen appendices to the report are presented, including a policy analysi of the counseling and guidance project, and questionnaires and surveys. Charts, graphs, and tables illustrate the document. (ABL)

ED 299 513 CG 021 159

Brookes, Jeannie
The Counselling Role of a Head of Department. Information Bank Working Paper No. 2482.
Further Education Staff Coll., Blagdon (England).
PUB DATE- Mar 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Faculty; *Counseling Services; *Counselor Role; *Department Heads; Foreign Countries; Higher Education; *School Counseling
IDENTIFIERS- *England
Heads of departments may find themselves in a counseling role both for staff and for students. Counseling in any department within a college requires skill and sensitivity to meet the needs of students and staff. Heads of departments may be faced with a variety of problems: students who complain about a staff member; scholastic failure or motivational loss because a course does not meet a student's expectations; students receiving insufficient feedback from tutors; complaints about facilities; or lack of communication between tutors and students. In addition, lecturers may complain about student behavior or achievement and request that the head of the department take disciplinary action against the student. One way to resolve such conflicts may be to set up a student/staff liaison committee in which to air complaints. One of the most difficult problems a head faces is that of conflicts between individual staff members within the department. Resolving negative aspects of staff room group dynamics requires preventive counseling. Directive counseling may be required when dealing with large groups of staff. Non-directive counseling may work well in personal counseling of staff or students. (Guidelines for preventive counseling with students and with staff are given, and things to avoid when counseling staff or students are listed.) (NB)

ED 299 604 CS 506 389

Williams, Wenmouth, Jr.; Tankel, Jonathan David
The Dependency Model and the Syndication Rule.
PUB DATE- Nov 88
NOTE- 24p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Broadcast Industry; *Commercial Television; *Mass Media; *Programing (Broadcast); Television Research
IDENTIFIERS- *Federal Communications Commission; Media Government Relationship; Media History; Power; *Prime Time Rule; Television Networks
In 1970, the Federal Communications Commission passed the Prime Time Access Rule, which directly affected the participation of the three commercial television networks in the production, transmission, and syndication of prime time programs. The result of this decision, as modified over the years since 1970, has shaped the television industry with respect to prime time television program production. The use of the Resource Dependence Model (developed by Gerbner and modified by Turow) will help in understanding this event and media history in general, and in analyzing the various participants in the event in terms of the power roles they play. As network television developed between 1947 and 1970, the essential resource changed from programs to transmission. Facilitating this change was the national penetration of network television and the capacity to record programs. The three networks controlled programming in order to attract or create audiences to be sold to the advertisers. The purpose of the syndication rules was to reduce the power the networks had over syndication rights for programs prior to their broadcast. The result of these rules was to alter the network's leverage over other, independent, producers and to improve their access to the audience through the exhibitor or local stations. If the model has accurately analyzed the situation with regard to power and environment it is also useful as a predictive tool and to help understand the historical development of broadcasting policies. (Thirty references are appended.) (MS)

ED 299 620 CS 506 409

Morgan, Willie B.
Voice and Articulation: A Selected, Annotated Bibliography.
Speech Communication Association, Annandale, Va.
PUB DATE- Jul 88

NOTE- 5p.
AVAILABLE FROM- Speech Communication Association, 5105 Backlick Rd., Bldg. E, Annandale, VA 22003 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Acting; Annotated Bibliographies; *Articulation (Speech); Higher Education; Interpretive Skills; Public Speaking; Secondary Education; Speech Communication; *Speech Evaluation; *Speech Habits; *Speech Improvement; Speech Instruction; Speech Pathology; *Speech Skills; Voice Disorders
IDENTIFIERS- Speech Research
Intended to introduce instructors to a number of sources for helping students improve their speaking habits in voice and articulation courses or in courses in acting, interpretation, or public address, this annotated bibliography contains 38 entries in two main groupings: (1) texts and instructional materials; and (2) reference sources for learning more about the speaking process, how to deal with functional speech problems, some contemporary research, and trends in teaching voice and articulation. (SR)

ED 299 694 EA 020 434

Fringe Benefits for Superintendents in Public Schools, 1987-88. Part 1 of National Survey of Fringe Benefits in Public Schools. ERS Report.
Educational Research Service, Arlington, Va.
PUB DATE- 88
NOTE- 78p.; For parts 2 and 3, see EA 020 435-436.
AVAILABLE FROM- Publication Sales, Educational Research Service, 2000 Clarendon Blvd., Arlington, VA 22201 (Stock No. 219-21758, $34.00).
LANGUAGE- English
Document Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Enrollment; Expenditure per Student; *Fringe Benefits; Health Insurance; *Insurance; Leaves of Absence; National Surveys; *Public Schools; Retirement Benefits; School Size; *Superintendents; Tables (Data); Transportation
Presented is part 1 of a three-part report called the "National Survey of Fringe Benefits in Public Schools, 1987-88." The focus of part 1 is on the fringe benefit practices offered superintendents. Fringe benefits included are leave policies, insurance coverage, retirement provisions, tuition reimbursement, severance pay, transportation, expense account allowances, and practices relating to professional activities. The data were collected from a national panel sample stratified by enrollment size and are reported separately for large, medium, small, and very small systems; for five levels of per-pupil expenditures; and for eight geographic regions. (SI)

ED 299 752 EC 211 031

Anderson, Peggy L.; And Others
Identifying Training Needs for Rural Special Educators.
PUB DATE- Feb 88
NOTE- 11p.; In: Alternative Futures for Rural Special Education. Proceedings of the Annual ACRES (American Council on Rural Special Education) National Rural Special Education Conference; see EC 211 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Competency Based Teacher Education; *Disabilities; Educational Needs; Elementary Secondary Education; *Needs Assessment; Preservice Teacher Education; *Rural Education; *Special Education Teachers; Student Teacher Attitudes; Teacher Attitudes; Teacher Characteristics; *Teacher Qualifications; Training
IDENTIFIERS- *Louisiana
A needs assessment instrument was developed to identify training competencies for rural special education teachers in Louisiana. The 49-item questionnaire addressed such issues as the curriculum offered by the teacher education program as well as the personal and professional characteristics necessary for success in the rural classroom. The questionnaire was completed by 24 special education administrators and teachers and by 8 special education trainees. At least 50% of both groups rated every item on the questionnaire as either "moderately important" or "very important." The most pressing need identified by both groups was in the area of working with a wide diversity of handicapping conditions. Other areas demonstrating a high degree of consensus among the administrators/teachers were: methods coursework, generic/noncategorical approaches to teaching rural exceptional children, practicum in rural settings, observation opportunities, interpersonal communication skills, ability to cope with low incidence populations, and creativity and decision-making strategies. The trainees demonstrated consensus in the areas of: effective strategies for adapting curriculum, knowledge of current legislation, increased community involvement, and availability of employment. (A table showing survey results is appended.) (JDD)

ED 299 528 CG 021 174

Kalish, Carol B.
International Crime Rates. Bureau of Justice Statistics Special Report.
Department of Justice, Washington, D.C. Bureau of Justice Statistics.
PUB DATE- May 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; *Crime; *Cross Cultural Studies; Differences; Foreign Countries; Rape; Statistical Surveys; Stealing; *Trend Analysis; Violence
IDENTIFIERS- Australia; Canada; Europe; Homicide; New Zealand
This study compared crime rates of the United States with those of other countries for whom statistics were available: European countries, Canada, Australia, and New Zealand. Statistics were provided by the United Nations for homicide, rape, robbery, burglary, and theft; the International Police Organization (Interpol) for homicide, rape, robbery, burglary, and auto theft, and the World Health Organization (WHO) for homicide. Based on these statistics, the rate of violent crime in the United States was found to be several times higher than the rates in other countries for which information was available. The rate of property crime in the United Staes was also higher than in the majority of these countries. Crimes of violence (homicide, rape, and robbery) were 4-9 times more frequent in the United States than they were in Europe; crimes of theft (burglary, theft, auto theft) were also more frequent, but not to the same degree. Between 1980 and 1984 the difference between crime rates for the United States and for other countries narrowed because the United States' rate decreased while other countries' rates increased. Crime rates from country to country were difficult to compare because of differences in criminal justice systems, in definitions of crime, in crime reporting practices and recordkeeping, and in methods of reporting statistics to international agencies. To reduce this variability, more than one data source was used whenever possible and European countries were averaged together, as were Australia, New Zealand, and Canada. (Twelve tables provide statistics for particular crimes in selected countries.) (ABL)

ED 299 542 CS 009 344

Thompson, Mark E.
The Literacy Image: Assumptions and Implications.
PUB DATE- Oct 88
NOTE- 42p.; Paper presented at the Annual Meeting of the North Central Reading Association (31st, South Bend, IN, October 28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Definitions; *Educational Research; Educational Trends Elementary Secondary Education; Illiteracy; *Literacy; Literature Reviews; United States History
IDENTIFIERS- Context Effect; Educational Issues
In the United States, the illiterate or functionally illiterate population has been estimated at somewhere between 7 and 73 million people. This range is primarily due to variables such as definitions of literacy, methods of survey research, and the researcher's unique perspective. Literacy is traditionally defined using some criteria relating to the fundamental skills of reading, writing, and calculating, and typically includes less quantifiable skills such as a higher level thought process (e.g. thinking, problem solving, and ability to discourse on topics related to history, government, social issues, and science). Within each definition of literacy, different assumptions are being made. For example, in the twentieth century, the acquisition of intellectual skills is implied within the basic definitions of literacy (reading and writing). One implication from reports that attempt to measure literacy is that literacy definitions cannot account for variations in skills needed to function at different levels of society. The wide variety of literacy definitions developed throughout the years demonstrate that literacy may be a relative state, dependent upon differing views about literacy's social purposes and values. Beyond knowing the basics of literacy, there is an unknown process within each individual that works to promote self-development, inquiry, and openness of expression. (One hundred and twenty-two footnotes are included.) (MM)

ED 299 558 CS 009 361

Farr, Roger; And Others
Then and Now: Reading Achievement in Indiana, 1944-45, 1976, and 1986.
Indiana Univ., Bloomington. School of Education.
PUB DATE- 87
NOTE- 128p.; For previous study, see ED 158 262. Project supported by the Lilly Endowment, the Indiana Department of Education, and the Psychological Corporation.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Analysis; Elementary Secondary Education; Grade 6; Grade 10; *Reading Achievement; Reading Research; Reading Tests; *State Surveys
IDENTIFIERS- *Indiana; Iowa Silent Reading Tests

The third in a series of studies to assess the reading achievement of Indiana students, a study compared the reading achievement of sixth and tenth graders in 1944-45, 1976, and 1986. The same edition of the Iowa Silent Reading Test (ISRT) was administered to sixth- and tenth-graders in 1944-45, 1976, and 1986. The 1944-45 sample consisted of 25% of the students throughout the state, and was neither random nor stratified. The 1976 and 1986 samples were stratified and randomly chosen to represent the entire population of sixth and tenth graders in the state. For all three testing periods additional information about the teaching of reading, the organization of schools, and the students and their communities were collected. In 1986 a newer and more recently normed test, the Metropolitan Achievement Test (MAT), was administered to a subsample of the ISRT test takers to provide a means to compare ISRT test takers to recent national norm performance. Results revealed that the 1986 sample far outscored their earlier counterparts on every subtest and on Total Median Score. Unadjusted percentile averages for the Indiana tenth graders showed an advantage for the 1944-1945 sample. An adjustment for a 17-month age difference in 1986, however, indicated little change in reading performance over the four decades. The results of this study are presented in the context of the educational and societal conditions of each time period. (Thirty-four figures and 26 tables of data are included, and administrator and teacher questionnaires, and 33 references are appended.) (MM)

ED 299 590 CS 211 560

Sperling, Melanie
I Want To Talk to Each of You: Writing Conference Discourse and Individualizing the Process of Learning To Write.
SPONS. AGENCY- National Council of Teachers of English, Urbana, Ill. Research Foundation.
PUB DATE- Apr 88
NOTE- 60p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
GRANT- NCTE-R87-32
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; Ethnography; Grade 9; High Schools; *Individual Instruction; Qualitative Research; Student Writing Models; Teacher Student Relationship; Teaching Methods; *Writing Instruction; Writing Processes; Writing Research
IDENTIFIERS- *Teacher Student Conferences; *Writing Conferences
A study examined student-teacher writing conferences in a ninth grade English class to uncover what significance this form of instruction has both as a collaborative methodology and as a factor in individualizing the process of learning to write in the secondary school. Subjects included a successful ninth grade English teacher at a public high school in the San Francisco area and six students representing the range of ethnic diversity, gender ratio, and achievement level of the generally academically motivated, college-bound students attending the high school. During the 7-week period of observation, all classroom activities were recorded on video and audio tape and all student writing (drafts, outlines, peer group response, tests, teacher comments) concerning the three major papers completed were collected. Subjects were also interviewed twice. The data were analyzed by performing a descriptive quantitative discourse analysis across cases and a descriptive case study of one student across time. Results indicated that students need to participate in conferences of different lengths, with different purposes, and with different tasks. Results also indicated that patterns of dominance in the conferences shift as the tasks vary and that writing conferences promote the development of the student as a writer. Findings suggest the potential of the secondary school classroom to support

dialogic learning as a means of individualizing the process of learning to write. (Forty-four references, five tables of data, and three sample student essays are attached.) (RS)

ED 299 637 CS 506 427

Iaccino, James
Understanding the Concept Emotion: Support for a Prototype Perspective.
PUB DATE- 88
NOTE- 90p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavioral Science Research; Classification; Concept Formation; *Emotional Response
IDENTIFIERS- *Emotions; *Prototypes
A study examined a series of seven experiments conducted in order to identify more precisely the hierarchical structure of the concept emotion, which presumably extended from superordinate to basic and finally subordinate levels. Subjects, 1,052 persons in all, participated in any of seven different experiments: (1) listing basic level categories of emotion (145 subjects); (2) generating superordinate categories (127 subjects); (3) assessing prototypicality ratings of key emotions (90 subjects); (4) measuring reaction times of key emotions (60 subjects); (5) judging substitutability of key emotions (320 subjects); (6) discerning inductive generalizations with key emotions (180 subjects); and (7) determining family resemblance scores with key emotions (140 subjects). The more direct measures of prototypicality were subsequently compared in a correlation matrix. Results indicated that all but one measure of prototypicality were highly intercorrelated. Also, it would appear that the concept of emotion follows a Roschian type of membership classification similar to other natural object categories. Though other competing approaches have been proposed, none have provided the empirical data that the prototype analysis has done in the attempt to specify the taxonomy of categories (whether emotion or natural object). The classical theory, at its best, has only limited usefulness in particular categories. (Fifty-four references and 13 tables of data are attached.) (RAE)

ED 299 679 EA 020 408

Fraser, Katherine; Mitchell, Patricia
Effective AIDS Education: A Policymakers Guide.
National Association of State Boards of Education, Alexandria, VA.
SPONS. AGENCY- Center for Health Promotion and Education (CDC), Atlanta, GA. Div. of Health Education.
PUB DATE- 88
NOTE- 40p.; Project sponsored by a grant from the Office of School Health and Special Projects, Division of Health Education, Center for Health Promotion and Education, Centers for Disease Control.
AVAILABLE FROM- Publications, NASBE, 1012 Cameron Street, Alexandria, VA 22314 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Communicable Diseases; *Disease Control; Elementary Secondary Education; *Health Education; *Health Programs; Public Health; Public Schools
This guide provides information to support state and local efforts to fight the Acquired Immune Deficiency Syndrome (AIDS) epidemic. The guide is divided into three sections: (1) the need; (2) the challenge: providing effective AIDS prevention education; and (3) developing a comprehensive state leadership role. An extensive bibliography of 66 references is included. (SI)

ED 299 739 EC 211 018

Dunn, Winnie; Gray, Brenda Rowley
Managing Occupational Therapy in Rural Education ("M.O.R.E."): Initial Findings.
PUB DATE- Feb 88
NOTE- 14p.; In: Alternative Futures for Rural Special Education. Proceedings of the Annual ACRES (American Council on Rural Special Education) National Rural Special Education Conference; see EC 211 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Delivery Systems; *Disabilities; Elementary Secondary Education; *Needs Assessment; *Occupational Therapy; *Professional Education; *Rural Education; *Therapists
IDENTIFIERS- Kansas
The paper presents preliminary data from a project at the University of Kansas to identify preservice training needs for occupational therapy service delivery to handicapped students in rural education settings. Survey responses of current occupational therapy students at the University of Kansas (N=55) were evaluated as well as responses from pediatric therapists working in rural communities (N=10) and urban communities (N=19) in Kansas, Iowa, Nebraska, and Missouri. Results indicated that occupational therapists working in both rural and urban areas reported similar educational backgrounds and years of practice and agreed on the most important preservice content areas and the needs of occupational therapy in educational settings. Rural personnel were more likely to employ alternate patterns of service provision and to serve persons throughout their development into adulthood. Students of occupational therapy tended to lack an understanding of the educational system. All personnel need a better understanding of what educators know and are capable of doing in their classrooms and ways to more efficiently utilize available resources. (DB)

ED 299 783 EC 211 062

Highsmith, Victoria
Remediating Handwriting Skills for Learning Disabled Students.
PUB DATE- May 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cursive Writing; Elementary Education; Eye Hand Coordination; *Handwriting; *Learning Disabilities; Perceptual Motor Coordination; *Perceptual Motor Learning; Tactual Perception; *Teaching Methods; Visual Discrimination; *Writing Instruction; *Writing Skills
IDENTIFIERS- Directionality
The paper describes strategies for teaching six different handwriting skills to learning disabled (LD) elementary students. A rationale for each strategy precedes step-by-step procedural descriptions. Strategies in the following areas are described: (1) introducing LD children with motor coordination deficits to alphabetic symbols using sandpaper letters; (2) using cursive writing to help remediate directional confusion; (3) giving students practice in staying within the baseline work space and controlling consistency in letter sizing; (4) remediating visual-spacial difficulties of students who are unable to keep regular spacing between words or symbols; (5) teaching cursive writing using the vertical downstroke and natural connections between manuscript letters; (6) using a variety of visual, auditory, kinesthetic, and tactile activities to address reversal problems. (JW)

ED 299 417 CE 051 044

Peck, Sandra
Emergency Care Attendant Reading Manual. English for Special Purposes Training Model for Early Entry into Allied Health Occupational Programs.
El Paso Community Coll., Tex.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- Jan 88
NOTE- 268p.; For related manuals in a set of five, see CE 051 045-048. Some pages contain light type.
AVAILABLE FROM- El Paso Community College, Communications Division, P.O. Box 20500, El Paso, TX 79998 (Set of five--$60.00).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Allied Health Occupations Education; Critical Reading; *Emergency Medical Technicians; *Limited English Speaking; Postsecondary Education; *Reading Comprehension; *Second Language Instruction; Second Language Learning; Spanish Speaking; *Vocabulary Development; *Vocational English (Second Language)
This reading manual is part of the package of materials developed for use in an English for Special Purposes project that offers classes in reading, grammar, and emergency care attendant training for limited English proficient students. An official course outline and course syllabus appear first. The eight lessons provided are designed to develop vocabulary and comprehension skills. Each of the lessons includes seven exercises to reinforce the objectives presented in the lessons. Lessons two through eight contain the following exercises: predicting, studying vocabulary, applying to real-life situations, comprehending paragraphs, thinking practice, writing and imagining, and supplementary reading log and bonus words. A checklist at the beginning of each lesson allows the student to check his/her progress. Subjects covered in the lessons include understanding topics, naming topics in paragraphs, literal comprehension, medical terminology with abbreviations, finding the main ideas in different locations in a paragraph, recognizing the relationship of main ideas and details, understanding paragraphs, drawing conclusions, structure of words, critical reading, and reading rates. (YLB)

ED 299 431 CE 051 060

Hollenbeck, Kevin M.; And Others
Postsecondary Occupational Education Delivery machine-readable data file.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- For the documentation pertaining to this data file, see CE 051 061.
GRANT- G008620030
AVAILABLE FROM- National Center for Research in Vocational Education 1960 Kenny Road, Columbus, OH 43210-1090 (614) 486-3655, or (800) 848-4815. (Prices upon request. Separate fixed format or SAS files for: (1) administrators; (2) placement officers; (3) department heads; (4) faculty; and (5) students. Linked file for all respondents from one institution also available in both formats).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- College Choice; *Delivery Systems; Governance; *Instructional Development; National Surveys; *Policy Formation; Postsecondary Education; Public Education; Sampling; Technical Institutes; Two Year Colleges; Universities; *Vocational Education
The purposes of this national survey of postsecondary occupational education were to investigate (1) the processes of curriculum decision making (who is involved, extent and effectiveness of private sector involvement, responsiveness/flexibility of the process) and (2) student behavior (why they continued their education, why they chose a particular institution and major program). Data collection was undertaken through a nationally representative survey and on-site visits to a geographically dispersed sample of 48 institutions (public or nonprofit community or junior colleges, technical institutes, or colleges/universities that offered vocational programs). (Data from these observations are not on the data tapes.) Questionnaires were sent to the following persons at each institution: (1) the chief administrator; (2) two randomly selected instructors from each of two occupational programs; (3) the chairs of the two departments; (4) the placement director; and (5) three randomly selected students taking classes from each of the four instructors (total of 12). Responses were analyzed by geographic region, institutional type (community/junior colleges, technical institutes, colleges/universities), and program type. Variables included administrative structure, curriculum decision making, business/industry linkage, faculty and facility updating, student preparedness and motivation, time usage, media usage, student goals and objectives, innovative practices, faculty job characteristics and satisfaction. TYPE OF SURVEY: Sample Survey, Cross Sectional Survey. POPULATION: Public or nonprofit institutions offering postsecondary occupational education (2,299). SAMPLE: A Simple random sample of population (725). RESPONSE RATE: Postsecondary institutions (432=60%), chief administrators (392=54%), placement officers (374=54%), department chairs (605=47%), faculty (1,247=49%), students (3,363=44%). FREQUENCY: Once. YEAR OF FIRST DATA: 1987. (SK)

ED 299 471 CG 021 116

Aldridge, Mary Nan
Curbing Adolescent Suicide: Conditions, Symptomatic Behaviors, and Intervention Tactics.
PUB DATE- Apr 88
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Crisis Intervention; *Depression (Psychology); *Identification; Prevention; *School Role; Secondary Education; Secondary School Students; *Suicide; Teacher Role
Increasing numbers of adolescents are experiencing deep depression and instances of adolescent suicide are increasing at a rate 10 times faster than for adults. Predisposition to suicide can be classified into three categories: biophysical, situational, and syndromatic. Adolescents suffering biophysical disorders are most easily identified by their deviant and dysfunctional behavior. The category most associated with social conditions is situational. The syndromatic category is associated with real or perceived change in status and may be exacerbated by the school. While a number of verbalizing, behavioral, and performance behaviors exist that typically signal an at-risk child, there is no identifiable sequence and the signs can appear together, over varying time periods, or without warning. The most easily recognized symptom is preoccupation with death and a declaration of hopelessness. Behavioral signs are more difficult to recognize as adolescents quite normally experience mood swings. When it is suspected that a child is suicidal, intent and lethality must be assessed. The individual should be confronted in a direct, non-threatening manner. Time is critical and confidentiality cannot be considered. Schools and teachers need to help youth gain personal confidence and look to the future with an optimistic attitude. (NB)

ED 299 485 CG 021 130

Rand, Michael R.; And Others
Households Touched by Crime, 1987. Bureau of Justice Statistics Bulletin.
Department of Justice, Washington, D.C. Bureau of Justice Statistics.
REPORT NO.- NCJ-111240
PUB DATE- May 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Crime; Criminals; Differences; *Family (Sociological Unit); Racial Differences; Regional Characteristics; Rural Urban Differences; *Trend Analysis; *Victims of Crime
IDENTIFIERS- National Crime Survey
For the year 1987, 24.4 % of American households were touched by crime. A household is considered touched by crime if during the year it was affected by a burglarly, auto theft, or household theft or if a household member was raped, robbed, or assaulted or was a victim of personal theft, no matter where the crime occurred. These offenses, which include attempted as well as completed crimes, were measured by the National Crime Survey. One in four American households was touched by a crime of violence or theft in 1987, the same proportion as in the previous 2 years. Except for personal theft, which was slightly lower in 1987 than in 1985, there was no measureable difference in 1987 from either of the previous 2 years in the percentages of households touched by any of the crimes measured. Households in rural areas were touched by crime to a lesser degree in 1987 than in 1986 although crime rates did not change for urban and suburban areas. A higher percentage of black households than white households were touched by crime. Households with higher incomes were more susceptible to victimization than those with lower incomes, almost entirely because of their greater vulnerability to personal theft. Households in rural areas were least susceptible to criminal victimization, while those in urban areas were most susceptible. Households in the Northeast were the least vulnerable to crime, while households in the West were the most vulnerable. In general, the more people in a household, the greater its vulnerability to crime. Black households were more vulnerable to crimes of high concern (rape, robbery, assault) than were white households, as were households in the West more vulnerable than those in the Northeast. Trends affecting crime statistics include the move from urban to suburban and rural areas and the decrease in size of American households. The report concludes with a discussion of methodology, describing how and why statistics were gathered. (Information on publications of the Bureau of Justice Statistics is provided.) (ABL)

ED 299 574 CS 211 542

Aiex, Nola Kortner
Storytelling: Its Wide-Ranging Impact in the Classroom. ERIC Digest Number 9, 1988.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 3p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Class Activities; Elementary Secondary Education; Expressive Language; Learning Activities; Narration; *Oral Language; *Story Telling
IDENTIFIERS- *Story Telling by Children
Storytelling, a creative art form with a long history and considerable instructional potential, is increasingly regarded in schools and communities as literature. Recent papers and articles in the ERIC database discuss the use of storytelling in the classroom to develop language abilities, literature appreciation, critical thinking and comprehension, and understanding of community and self. Storytelling is effective in fostering a relaxed and intimate atmosphere in the classroom. Numerous activities can be employed to build children's storytelling skills. For a classroom teacher who wishes to use storytelling, it is best to begin with a simple story with action, a definite climax, and a conclusion the students will find satisfactory, and to remember that enjoyment is the first and chief consideration. The second consideration in effective storytelling should be to encourage exploration and experimentation with language. (Twenty-two references are attached.) (SR)

ED 299 652 CS 506 448

Williams, Maureen
When Two Breeds of Hero Lock Horns: The Inouye Summation as Contemporary Rhetoric.
PUB DATE- Nov 88
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Content Analysis; Discourse Analysis; *Hearings; Mass Media Role; Persuasive Discourse; Political Attitudes; Public Opinion; *Rhetorical Criticism; United States History
IDENTIFIERS- Heroes; *Iran Contra Hearing; Rhetorical Effectiveness
Fifty-five million people were transfixed before their television sets in July 1987 by the agonistic 21-minute summation of Senator Daniel Inouye of Hawaii of the events of the congressional inquiry into the Iran-Contra scandal. Senator Inouye's text summarized and characterized split national purposes that collided, in which norms and codes of honor and dignity were violated. Inouye's text is a rhetorical situation because it was a response to a circumstance. Citizens will have to determine whether this contemporary rhetoric refers to substitutions of private morality for public morality, private for public knowledge, individualized senses of dignity for communitarian honor, loyalty to one ill-fated star group for allegiance to proven principles, pseudo-event image for reality, and "old coats" for scary childhood shadows. If Aristotle and Burke are right, vis-a-vis democracy and timocracy, then the Ollie North/Iran-Contra debacle was inevitable. And, unless failsafe-guards are instituted in government in which the love of Honor is the ruling principle, many more failures are likely. (RAE)

ED 299 665 EA 020 297

Fredericks, Robert; Piltch, Benjamin
Implementing School Improvement.
National Association of Elementary School Principals, Alexandria, VA.
PUB DATE- Aug 88
NOTE- 7p.; Blue print on colored paper may reproduce poorly.
AVAILABLE FROM- Publications, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 ($2.50 prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; *Educational Assessment; *Educational Improvement; Educational Quality; Elementary Secondary Education; *Excellence in Education; *Instructional Leadership; Parent Teacher Cooperation; Principals; Research Utilization; *School Effectiveness

The school improvement movement during the past decade has, among other things, provided educators with realistic data on how effective schools got that way. One of the most basic findings is that successful schools have five common characteristics: principals who provide strong administrative and instructional leadership; high expectations, including a conviction that all the students can and will learn; a school climate that stimulates learning, beginning with a building that is orderly and quiet without being repressive; a schoolwide feeling by students and staff alike that the acquisition of basic skills is urgently important; and a continuous system of monitoring student progress. The path toward excellence involves seven basic steps: (1) acquaint staff with school improvement research; (2) select a school improvement committee, consisting of the principal and representative teachers, parents, and staff; (3) decide on goals; (4) engage in discussions; (5) specify research that addresses the school's needs; (6) draft a written improvement plan; and (7) circulate final document to staff, parents, district officials, the media, community leaders, and others. (TE)

ED 299 725 EC 211 004

Olsen, Mary Margaret; Harris, Kenneth R.
Color Vision Deficiency and Color Blindness: An Introduction to the Problem.
REPORT NO.- ISBN-0-9615-332-2-6
PUB DATE- 24 Jun 88
NOTE- 59p.
AVAILABLE FROM- Harris Educational Consultants, 1408 Lawrence St., Eugene, OR 97401.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Color; Employment Potential; Genetics; Males; *Partial Vision; Screening Tests; Therapy; Vision; Visual Perception
IDENTIFIERS- *Color Blindness; *Color Vision Tests
The paper examines issues concerned with the education and employment of individuals, primarily males, with color vision deficiency. After a brief introduction, the first chapter looks at adult problems such as employment areas in which the disability presents problems. The next chapter considers problems of children, noting the heavy use of color in most educational programs. The third chapter presents a discussion of hereditary and non-hereditary factors causing color vision deficiency. Tests for color vision are described in the next chapter and the need for screening children for this disability is stressed. The next chapter addresses the question of "What do the color deficient see"? The general physiology of sight is discussed next. Treatment is considered in the final chapter, especially the use of colored contact lenses. A 10-page bibliography and a list of supplemental reading materials as well as an index conclude the paper. (DB)

ED 299 769 EC 211 048

Blackman, James A.; And Others
Screening Children at Risk: The Iowa Experience.
Iowa Univ., Iowa City. Univ. Hospital School.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 83
NOTE- 40p.
GRANT- MCJ-193002-01
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developmental Disabilities; *Handicap Identification; *Health Services; High Risk Persons; Infants; Intervention; Longitudinal Studies; *Prevention; *State Programs; Young Children
IDENTIFIERS- *Early Intervention; *Iowa
The monograph describes the first 5 years' operation of the Iowa Infant Follow-up Program which stresses the early detection and treatment of children at risk for developing disabling conditions. The program has six components: (1) implementing a statewide process for identifying and tracking infants and children at risk for later developmental disorders; (2) determining reliable, valid, and cost-effective methods for identifying such children and their developmental needs; (3) helping primary health care providers coordinate the service referral process for identified children and families; (4) determining training needs and providing training services for personnel serving these children; (5) collecting, storing, analyzing, and interpreting data from the program; and (6) disseminating program results to other states or regional comprehensive child health service systems. Preliminary findings indicate that the program is reaching 80% of eligible children; and that 2,600 referrals have been made. Narrative and statistical data covering demographic information, program funding, eligibility and enrollment, the screening program, referral, perinatal care, and program effectiveness are provided. Stressed is the importance of close working relationships with the state's educational programs. (DB)

ED 299 514 CG 021 160

Brookes, Jeannie
The Meaning of Counselling. Information Bank Working Paper No. 2477.
Further Education Staff Coll., Blagdon (England).
PUB DATE- Feb 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Counseling Services; *Definitions; Foreign Countries; Higher Education
IDENTIFIERS- England
This document addresses some of the misconceptions about counseling, including confusions about the distinctions between the various kinds of counseling available and the role and place of counseling in higher education. It notes that the term counseling is often tacked on to the personal tutor in higher education as an extra job that he/she should do in addition to teaching duties. Distinctions are made between the terms "generic counseling" and "psychological counseling," and it is suggested that the type of counseling practiced by tutors when dealing with personal problems is more likely to be generic counseling than psychological counseling. Various aspects of generic counseling are discussed and some of the definitions of counseling which describe psychological counseling are considered. Views on the role of a counselor held by senior management personnel, tutors, students, and counselors themselves are given. It is concluded that counseling is a frequently used and misused term, that there are many different forms of counseling stemming from different schools of thought, and that one of the major misconceptions appears to be the confusion between generic counseling and psychological counseling. (NB)

ED 299 621 CS 506 410

Ritter, Kurt; Hellweg, Susan A.
Political Campaign Debating: A Selected, Annotated Bibliography. Second Edition.
Speech Communication Association, Annandale, Va.
PUB DATE- Aug 88
NOTE- 5p.; For the 1984 edition, see ED 289 205.
AVAILABLE FROM- Speech Communication Association, 5105 Backlick Rd., Bldg. E, Annandale, VA 22003 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Debate; *Persuasive Discourse; Political Campaigns; Political Candidates; Political Science; *Speech Communication
IDENTIFIERS- Political Communication; *Political Rhetoric

This 44-item bibliography, limited to the television era of American politics, is intended to assist teachers of debate, argumentation, and political communication; researchers of campaign debates; and debate sponsors and participants. Scholarly books and monographs; public affairs books, monographs and papers; academic articles and chapters from textbooks; and sources for debate transcripts and video-tapes are listed. (RAE)

ED 299 695 EA 020 435

Fringe Benefits for Administrators in Public Schools, 1987-88. Part 2 of National Survey of Fringe Benefits in Public Schools. ERS Report.
Educational Research Service, Arlington, Va.
PUB DATE- 88
NOTE- 64p.; For parts 1 and 3, see EA 020 434-436.
AVAILABLE FROM- Publication Sales, Educational Research Service, 2000 Clarendon Blvd., Arlington, VA 22201 (Stock No. 219-21760, $34.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; *Elementary Secondary Education; Enrollment; Expenditure per Student; *Fringe Benefits; Health Insurance; Insurance; Leaves of Absence; National Surveys; *Public Schools; Retirement Benefits; School Size; Tables (Data); Transportation

Presented is part 2 of a three-part report called the "National Survey of Fringe Benefits in Public Schools, 1987-88." The focus of part 2 is on the fringe benefit practices offered administrators. Data are reported on leave provisions, group insurance programs, professional liability insurance, retirement plans, severance pay, tuition reimbursement provisions, and payment of professional organization membership dues. The data were collected from a national panel sample stratified by enrollment size and are reported separately for large, medium, small and very small systems; for five levels of per pupil expenditure; and for eight geographic regions. (SI)

ED 299 710 EA 020 452

Swan, Edward T.; And Others
The First Generation of the Implementation of Teachers Teaching Teachers, An Indiana Staff Development Model.
PUB DATE- Apr 88
NOTE- 27p.; Portions of appendixes printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Cooperating Teachers; Elementary Secondary Education; *Inservice Teacher Education; *Interprofessional Relationship; *Practicum Supervision; *Program Evaluation; Staff Development; Teacher Attitudes; Teacher Supervision
IDENTIFIERS- Indiana; *Teachers Teaching Teachers
This study evaluated the success of Teachers Teaching Teachers, an Indiana staff development model in its first implementation. The project consisted of a cadre of teachers from one school system who trained teachers from four other school systems. Participants were evaluated on nine Likert-type pre- and post-measures at each of the four training sites. Results indicated significant gains in 11 of the 27 comparisons, gains in 23 of the 27, and small but

insignificant losses in only 4 comparisons. Only 4 of the 23 gains, however, were statistically significant: attitude toward peer coaching, acceptance of others, the total of self-concept and perception of others, and attitude toward the administration. References are included, and instrumentation is appended. (Author/TE

ED 299 753 EC 211 032

Test, David W.; And Others
Providing Supported Work Experience through Job Coaching. CETVE (Competitive Employment through Vocational Experience) Monograph #1.
North Carolina Univ., Charlotte.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 87
NOTE- 38p.; Print is light and variable and may not reproduce well.
GRANT- G008530175
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Agency Cooperation; Delivery Systems; Demonstration Programs; *Disabilities; *Education Work Relationship; Job Training; Outcomes of Education; Program Development; Records (Forms); *School Business Relationship; Secondary Education; Student Placement; *Transitional Programs; Vocational Education; *Work Experience Programs
IDENTIFIERS- *Competitive Employment (Disabled); *Supported Work Programs
The Competitive Employment through Vocational Experience (CETVE) Project was a 2-year, federally funded model transitional program for secondary-level handicapped students. The model involved use of competitive work experience to provide severely vocationally handicapped students with a work history prior to graduation. CETVE students were provided with supervised competitive work experience in conjunction with job coaching and written transition plans. The five phases in the service delivery model included: (1) identifying handicapped students who need CETVE services, (2) screening identified students to determine initial employment skills and deficits, (3) placing students in a competitive work experience, (4) training students on-the-job via job coaching, and (5) providing follow-along services to ensure job retention. Of the 11 students served who were graduated from high school, seven obtained full-time employment, one acquired part-time employment, two enrolled in a community college, and one became unemployed. Factors that school systems need to consider when replicating this transitional model include: interagency cooperation, transportation, liability, and community-based training. Sample forms are located in an appendix and include a student employment screening form, a job analysis form, a job/student compatibility analysis form, and a form for supervisors' evaluations of employees. (JDD)

ED 299 388 CE 050 840

State Technical Committee Activity. A Report.
Sangamon State Univ., Springfield, Ill. East Central Curriculum Management Center.
SPONS. AGENCY- National Network for Curriculum Coordination in Vocational and Technical Education.
PUB DATE- Sep 88
NOTE- 172p.; For a related document, see ED 297 168.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advisory Committees; *Content Analysis; *Curriculum Development; *Skill Analysis; *State Action; Statewide Planning; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; *Task Lists

A study examined the activity of the state technical committees that were mandated by the Carl D. Perkins Vocational Education Act. The study's main objectives were to identify (1) the methods that individual state technical committees used to develop and verify task lists and/or skill inventories; (2) the different reasons for selecting the job area/occupation chosen; and (3) the ways in which states are implementing the task lists in their curricula. Thirty-six states, the District of Columbia, and Puerto Rico responded to the survey. The most common method of developing a task list was to compile a basic list from more than one existing list and then to verify it by a panel or committee of representatives from that job area. Few states had the same reason for selecting the job area/occupation analyzed. Reasons cited included needs assessments; economic outlook; societal problems and needs; input from business/labor, state staff, educators, enrollees; and business/labor analyses. The lists are being used for such purposes as modifying curricula, defining model curricula, developing guides, providing teacher inservice training, and selecting and developing new curriculum materials. (This document presents state-by-state responses to the survey questions in chart form, and includes a copy of the survey form.) (MN)

ED 299 403 CE 050 993

Women, Work and Age: A Fact Sheet.
National Commission on Working Women, Washington, D.C.
PUB DATE- 87
NOTE- 5p.
AVAILABLE FROM- Wider Opportunities for Women, 1325 G Street, N.W., Lower Level, Washington, DC 20005 ($1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Age Discrimination; Aging (Individuals); Career Education; *Employed Women; *Employment Patterns; *Employment Problems; Employment Projections; Employment Statistics; *Middle Aged Adults; Older Adults

This fact sheet provides statistics on various aspects of the special concern of midlife and older women in the labor force. It looks at the number of such women in the work force, marital status, displaced homemakers, and occupational categories represented by these women. Other areas of consideration are the cost-effectiveness of hiring older women, the strong labor force attachment of midlife and older women, earnings, the relationship between lower wages and lower retirement incomes for women, anti-age discrimination laws, and age discrimination as a barrier to full employment for midlife and older women. The fact sheet also contains a report on older women and employment, entitled "A Summary: Women, Work, and Age." This report presents a profile of midlife and older women in the labor force, discusses research findings on cultural bias and the reality of the situation, addresses age discrimination, and briefly mentions employer response to the employment needs of older women. The report concludes with a review of future trends regarding these women, including the climbing labor force participation rate of women 45 to 64, women's demands on society and employers, women over 65 working outside the home, and labor union membership. (YLB)

ED 299 446 CE 051 094

Lapp, H. J., Jr.
Training Evaluation as an Integral Component of Training for Performance.
PUB DATE- 87
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Course Evaluation; *Evaluation Criteria; *Evaluation Methods; *Industrial Training; *Inplant Programs; Job Training; Management Development; Models; Nuclear Power Plants; On the Job Training; Postsecondary Education; *Program Evaluation; Program Improvement; Staff Development
A training evaluation system should address four major areas: reaction, learning, behavior, and results. The training evaluation system at GPU Nuclear Corporation addresses each of these areas through practical approaches such as course and program evaluation. GPU's program evaluation instrument uses a Likert-type scale to assess task development, objectives, program outline, instruction, instructional material, student evaluation, training staff, and miscellaneous features. The objectives of course evaluation are to collect detailed, specific data from the trainees, the instructors, and a third-party evaluator and to collate the data into a useful narrative summary. A training evaluation system is seen as an important tool of improving plant performance by assessing trainee performance both in training and in the plant. (KC)

ED 299 459 CE 051 133

Chapman, Madie; Ferris, Angie
Parents & Children Enjoy Reading.
Adult Literacy and Basic Skills Unit, London (England).
PUB DATE- 88
NOTE- 7p.; Color photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Reading Programs; *Family Programs; Foreign Countries; *Intergenerational Programs; *Literacy Education; *Parent Child Relationship; Program Development; Program Implementation; Volunteers
IDENTIFIERS- England
The Parents and Children Enjoy Reading project in the East End of London is an adult literacy and numeracy program based on the principle that one of the strongest motivations for adults entering a basic education program is the desire to be able to help their own children learn. Volunteers work in one-on-one or group tutoring settings to offer the literacy instruction, educational counseling, advice, and support that disadvantaged parents need to help their children learn basic literacy and numeracy skills. The groups are held in community or infant school settings to allow parents and their children to interact in a classroom setting. Parents are recruited through letters sent home from school with their children. Each program site is equipped with a selection of adult and children's books and materials, folders, paper, and art materials. Three workshops are required to disseminate information and build on good practice. The first is aimed at people working in schools and the second is aimed only at parents. Parents receive help with their own reading skills so that they can begin to read stories to their children, both at the project sites and at home. Parents are eventually encouraged to read and write their own books and stories. (MN)

ED 299 499 CG 021 145

Olson, Cheryl B.
The Influence of Context on Gender Differences in Performance Attributions: Further Evidence of a "Feminine Modesty" Effect.
PUB DATE- Apr 88
NOTE- 28p.; Paper presented at the Western Psychological Association (68th, Burlingame, CA, April 28-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement; *Attribution Theory; *College Students; Higher Education; Performance; *Self Concept; *Self Efficacy; *Sex Differences
IDENTIFIERS- Modesty
Attribution research has not yet come to a consensus on the conditions under which it can be expected that women will exhibit less self-serving attributions than men for their performance. An experiment was conducted in which subjects (N=66), who were college students, completed tasks requiring performance. They were instructed either that the tasks were part of a hypothetical job interview or that the tasks were measures of satisfaction with college. Some subjects made attributions orally, while others wrote their attributions down. It was found that women made generally less self-serving attributions than did men: they made lower ability attributions and reported less overall confidence in their performance. In addition, it was found that women giving attributions in direct interaction with the experimenter in the mock job interview made much higher luck attributions than subjects making more private attributions and subjects in the nonachievement-oriented conditions. The results suggest that the feminine goal of appearing modest inhibits women in making self-promoting attributions in an achievement situation which involves face-to-face interaction. (ABL)

ED 299 605 CS 506 390

Rogers, Richard A.
Assurance through Performance: The Iran-Contra Hearings as Celebration.
PUB DATE- Nov 88
NOTE- 32p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Attitudes; Discourse Analysis; Foreign Policy; Government Role; *Hearings; Mass Media Role; *Persuasive Discourse; *Rhetorical Criticism
IDENTIFIERS- Classical Rhetoric; *Epideictic Rhetoric; Government Citizen Relationship; *Iran Contra Hearings; Watergate
Drawing on Michael Halloran's genre of public proceedings, the Iran-contra hearings can be viewed from a celebratory or epideictic perspective, with several conceptualizations of the genre combined to illuminate the functions of the hearings. The primary function of the hearings, at least from an epideictic viewpoint, was the reassurance of the community as to the continued validity of its values and system of government. The hearings can be seen as constituting a socially defined significant event, the occurrence of which is more important than the specific content. The perceived legitimacy of the hearings takes on critical importance in order for the "performance" of the hearings to achieve its goal of community continuance. The primary epideictic function was accomplished largely by means of what Walter Beale terms the rhetorical performative: the mere act of the hearings, defined by our system and made by our media into a significant event, could accomplish this reassuring function. Specific content may be important only so long as it adds to the appearance of legitimacy. This rhetorical situation may represent an ultimate genre of "democratic discourse," typifying the need to strengthen the community in the course of any major political/rhetorical event. The Iran-contra hearings certainly reinforced the power and necessity of epideictic rhetoric in contemporary American political rhetoric. (Sixty-five notes are attached.) (RAE)

ED 299 680 EA 020 412

Playko, Marsha A.; Daresh, John C.
A Training Institute for Administrative Mentors. A Project Report of the Danforth Foundation-Ohio State University Program for the Preparation of School Principals.
PUB DATE- Oct 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; Adult Education; Elementary Secondary Education; *Mentors; *Principals; *Professional Development; Program Descriptions; *Supervisory Training; Team Training; Training Objectives
IDENTIFIERS- Danforth Foundation; Danforth Preparation of School Principals Program; Ohio State University
The Danforth Foundation Program for the Preparation of School Principals has recently been implemented at Georgia State University, the University of Alabama, and The Ohio State University, and it will soon be extended to another 11 universities across the United States. This article provides a brief description of a week-long specialized training institute that was developed and carried out at Ohio State during the summer of 1987. The institute sought to prepare a group of practicing administrators who were nominated by their districts to serve as mentors to a group of classroom teachers selected to participate in the Danforth Foundation Program for the Preparation of School Principals at Ohio State during the 1987-88 academic year. These designated mentors included 19 building principals, 3 assistant principals, 1 director of elementary education, and 1 superintendent. The objectives of the training were to familiarize participants with the goals of the program and with their responsibilities, and to develop personal and group understandings of the concepts, assumptions, and practices of mentoring. An agenda of the Danforth Mentor Institute is appended, along with a list of summary ideas related to mentoring in the Danforth program. (TE)

ED 299 784 EC 211 063

Farrell, Dorothy
Strategies for Teaching Handwriting to LD Students.
PUB DATE- 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cursive Writing; Eye Hand Coordination; *Handwriting; *Learning Disabilities; Learning Strategies; Manuscript Writing (Handlettering); Perceptual Motor Coordination; Perceptual Motor Learning; Primary Education; *Writing Instruction; *Writing Skills
Six strategies for teaching handwriting skills to learning disabled elementary students are presented, along with a rationale and illustrated step-by-step teaching procedures for each. Skills addressed include the following: (1) improving eye-hand coordination through dot-to-dot alphabet letter tracing; (2) teaching basic strokes in manuscript writing; (3) teaching linking of letters in cursive writing; (4) teaching right-handed and left-handed students how to hold a pen or pencil properly by separate procedures; (5) teaching students how to stay on the baseline with correct letter size; and (6) developing fine-motor skills to strengthen the hand and finger muscles. (JW)

ED 299 529 CG 021 175

Schnorr, Janet K.; McWilliams, Jettie
Evaluation of Stress Levels of Professionals.
PUB DATE- Apr 88
NOTE- 20p.; Paper presented at the Annual Meeting of the Western Psychological Association (68th, Burlingame, CA, April 28-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coping; Differences; Evaluation Methods; *Professional Personnel; *Regional Characteristics; Service Workers; *Sex Differences; *Stress Management; *Stress Variables
This study was conducted to analyze levels and areas of stress of professionals in selected service professions and to establish national norms of stress for these professions. The 60-item Tennessee Stress Scale-R (TSS-R) is a work-related stress inventory for professionals which provides a measure of stress in three areas: stress producers, stress coping mechanisms, and stress symptoms. The TSS-R was administered to 800 professionals working in the areas of education, medicine, government service, industry, business, and counseling. Demographic data were included to analyze the effects of gender, geographic region, age, number of hours worked, number of children, and number of pets. The results revealed various patterns. Education professionals were significantly higher than business and government service professionals on the producers and symptoms subscales. Females had an average score of 8.46 for producers while males had a score of 7.17. With symptoms, males had a score of 6.25 while females averaged 8.1. The most prevalent symptoms were fatigue (83%), nervousness (75%), and irritability (72.4%). In terms of symptoms, females reported less excessive smoking, more fatigue, and more headaches than did males. Regional differences also emerged with scores in the western region of the country being significantly lower than scores from the east. (The Tennessee Stress Scale-R is appended.) (Author/NB)

ED 299 543 CS 009 345

Whitt, Mary F.
The Metacognition Process and Its Relationship to Reading, Problem-Solving and Comprehension Instruction for Developmental Students in Institutions of Higher Education.
PUB DATE- Apr 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; *Comprehension; Content Area Reading; Higher Education; Learning Strategies; Literature Reviews; *Metacognition; Problem Solving; Reading Research; *Remedial Reading
IDENTIFIERS- Reading Uses
A review of current research on metacognition demonstrates an awareness of and attention to problems developmental readers face using metacognitive skills during instruction and may serve to reduce these readers' tendency to practice improper learning behavior, thereby improving their problem-solving efforts. Transfer of problem-solving techniques to content area courses would be beneficial to any developmental education program. (Fifty-three references are appended.) (RS)

ED 299 559 CS 009 364

Calvert, Sandra L.; And Others
Computer Presentational Features for Poor Readers' Recall of Information.
PUB DATE- Aug 88
NOTE- 24p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988). Research supported by a grant from the Home Economics Research Council.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15 Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Grade 2; Kindergarten; Primary Education; Reader Text Relationship; Reading Ability; *Reading Improvement; *Reading Instruction; Reading Research; Visual Stimuli; *Word Recognition
IDENTIFIERS- Memory Training
A study on children's recall of words presented on a computer was assessed as a function of action and verbal labels. Subjects, 80 public school children in a southeastern city, equally distributed between kindergarten and second grade and between high and low reading ability levels, interacted with different versions of a computer presentation. Within versions, words were presented with varying levels of visual action and verbal labels. Not surprisingly, older children recalled more words than did younger children. For the second graders, action presentation increased the poor readers' verbal recall to the level of their better reading peers. Results suggested that older children who have difficulty reading may well benefit from visual action emphasis of computer content. (One table of data and one figure are included; 27 references are attached.) (RAE)

ED 299 575 CS 211 544

Cowles, Margaret Haining
Publishing Student Writing. Focused Access to Selected Topics (FAST) Bibliography No. 6.
0) ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 4p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Annotated Bibliographies; Audience Awareness; Class Activities; Creative Writing; Elementary Secondary Education; Higher Education; *Student Publications; Teaching Methods; *Writin for Publication
This annotated bibliography of 23 articles from the ERIC database on publishing student writing is addressed to anyone interested in publishing student writing as part of an instructional approach to teaching writing skills. An overview section includes representative articles, and a section on strategies for publishing follows. The two remaining sections touch on the benefits of publishing student writing and on reflections and advice from teachers and authors. (SR)

ED 299 591 CS 211 562

Yates, Joanne M.
Research Implications for Writing in the Content Areas. What Research Says to the Teacher. Second Edition.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-1077-9
PUB DATE- 87
NOTE- 35p.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 1077-9-00, $2.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Education; *Content Area Writing; *Educational Objectives; Elementary Secondary Education; English Instruction; History Instruction; *Instructional Design; *Interdisciplinary Approach; Mathematics Instruction; Science Instruction; Second Languages; Social Sciences; *Writing Across the Curriculum; Writing Research

The ideas of John Dewey and his fellow progressives have resurfaced in a movement called "writing across the curriculum." Interdisciplinary studies are now being seen as a way to break down the artificial boundaries between subject areas. Research has confirmed that language learning and experience are at the heart of education. The implications are that instruction should be based on the personal and linguistic growth of the child rather than on the mastery of facts or concepts in particular disciplines, and subject areas should be used to provide students with the new experiences they need to broaden their knowledge. Researchers and educators propose a teaching philosophy and approach based on the concept of "learning by doing," which would mean much more talking, writing, and reading in the classroom. A number of ways for teachers to promote more language activities to help students learn include (1) organizing course content around central ideas or themes to give language assignments direction, focus, and purpose; (2) using the writing process to give teachers a more active role in their students' learning; and (3) utilizing journals, reading notes, or learning logs to provide students with the opportunity to describe and explore their own experiences. Teachers can use these and other ideas to integrate new techniques and current information into their teaching methods. (One hundred and eighty-six references are appended. (MS)

ED 299 638. CS 506 428

Browne, M. Neil; Kubasek, Nancy K.
The Tension between Critical Thinking and Legal Reasoning.
PUB DATE- 22 Oct 88
NOTE- 13p.; Paper presented at the Critical Thinking Language and Inquiry in the Disciplines Conference (Montclair, NJ, October 22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Critical Thinking; Higher Education; *Lawyers; *Legal Education (Professions); Persuasive Discourse
IDENTIFIERS- Thinking Skills
Legal reasoning employs weak sense critical thinking (pointing out inadequacies in the reasoning of others) rather than strong sense critical thinking (applying the same skills to one's own argument as well). The adversary model does not encourage lawyers to examine critically either the client's or their own arguments. The lawyer's task is to argue a conclusion and persuade others to embrace it. Legal arguments reflect reliance on authority and precedent. An analysis of the canons of proof in Roe vs. Wade illustrates these modes of reasoning. (A page from the Supreme Court Reporter containing references to abortion and privacy issues is appended.) (SR)

ED 299 653 CS 506 449

Carelli, Maria Grazia; Benelli, B.
Referential Communication Skills in Twin Children.
PUB DATE- Sep 87
NOTE- 14p.; Paper presented at the Annual Conference of the British Psychological Society (York, England, September 11-14, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Elementary Education; *Interpersonal Communication; Interpersonal Relationship; *Twins
IDENTIFIERS- *Referential Communication

Some researchers have stressed the negative effects of the peculiar interactive situation of twins on the development of communicative competence; other researchers have shown early positive effects. Referential communication--one of the most evolved, intellectualized, and decentered functions of language that consists of transmitting information about referents such as objects, locations, and ideas--is particularly critical for the twin condition, where the problem of differentiation and decentralization with respect to the partner is always present. To analyze this kind of communicative performance, 16 twins (four pairs of boys and four pairs of girls) and 16 singletons all aged 5-11, were read a story that the child had to repeat to an interlocutor, were given directions for a game that the child had to explain to another child, and were shown how an object worked that the child had to explain to another child. Results indicated that (1) referential communication abilities of twin children when interacting with each other are as good as those of single born children; (2) when a twin leaves his/her "intrageminal society" to interact with another child, his/her performance becomes less adequate; (3) in the first kind of game the twins' verbal accounts of story are more detailed when interacting with co-twin than with another child; and (4) in the second kind of game, even if there are no significant quantitative differences, twins' verbal explanations to other children are more frequently accompanied by gestural communication. (Two photographs showing the type of materials used in the games and one figure are included.) (MS)

ED 299 666 EA 020 329

John, Raymond L.
Practical Steps for Long Range Planning for Elementary Schools.
PUB DATE- Apr 88
NOTE- 9p.; Paper presented at the Annual Meeting of the National Catholic Education Association (New York, NY, April 4-7, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Catholic Schools; *Educational Planning; Elementary Education; *Long Range Planning; *Policy Formation; *School Based Management

Long range planning allows an indepth analysis, to be updated yearly, of a school to determine the directions in which it needs to start moving based on the assumptions about the present and future success of the school. There is no quick fix or outside consultant that can remedy or plan for any individual school; only those intimately involved with the school can accomplish the planning. The involved participants should include the principal, the clergy, parents, students, parishioners, and the larger community. Seven components must be considered: (1) the philosophy of the school; (2) the enrollment and future demographics; (3) the current staffing patterns and ways to provide an increased professionalism for them; (4) the curriculum; (5) physical facility needs; (6) finances; and (7) the particular school goals. (LMS)

ED 299 696 EA 020 436

Fringe Benefits for Teachers in Public Schools, 1987-88. Part 3 of National Survey of Fringe Benefits in Public Schools. ERS Report.
Educational Research Service, Arlington, Va.
PUB DATE- 88
NOTE- 54p.; For parts 1 and 2, see EA 020 434-435.
AVAILABLE FROM- Publication Sales, Educational Research Service, 2000 Clarendon Blvd., Arlington, VA 22201 (Stock No. 219-21762, $34.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Compensation (Remuneration); Elementary Secondary Education; *Fringe Benefits; Health Insurance; Leaves of Absence; National Surveys; *Public School Teachers; Retirement Benefits; Salaries; *School Statistics; Tables (Data); *Teacher Employment Benefits; Vacations; Wages

This document is part 3 of a three-part report entitled "National Survey of Fringe Benefits in Public Schools, 1987-88." This volume reports fringe benefits received by teachers for the 1987-88 school year in the 944 school systems that responded to the survey. The survey provides information on compensation, leave provisions, group insurance programs, professional liability insurance, retirement plans, severance pay, tuition reimbursement provisions, and payment of professional organization membership dues. (SI)

ED 299 711 EA 020 470

Pellicer, Leonard O.; And Others
High School Leaders and Their Schools. Volume I: A National Profile.
National Association of Secondary School Principals, Reston, Va.
REPORT NO.- ISBN-0-88210-216-8
PUB DATE- 88
NOTE- 170p.; Portions of appendices contain small print.
AVAILABLE FROM- Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA (Stock No. 2108811, $9.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Assistant Principals; *High Schools; *Principals; *School Administration; School Based Management; School Supervision; Secondary Education; Tables (Data)
This study is the third in a series of national studies of high school principals dating back to the early 1960s. The major purpose of this study was to analyze and describe high school leaders and their schools in 1987. Chapter 1 discusses characteristics and opinions of school leaders. Chapter 2 is devoted to the tasks and problems of school leaders. Chapter 3 is concerned with educational programs and issues. Chapter 4 discusses contributions of assistant principals, and chapter 5 explores the principalship as a career. The final chapter presents summary profiles of high school leaders and their schools. Appended are survey instruments and tables. (SI)

ED 299 726 EC 211 005

Alternative Futures for Rural Special Education. Proceedings of the Annual ACRES National Rural Special Education Conference (8th, Monterey, California, February 24-27, 1988).
American Council on Rural Special Education.; California State Dept. of Education, Sacramento.; Monterey County Office of Education, Salinas, Calif.; San Benito County Office of Education, CA.; San Jose State Univ., Calif.
PUB DATE- Feb 88
NOTE- 705p.; The use of colored paper may affect legibility. For selected individual papers, see EC 211 006-031.
AVAILABLE FROM- American Council on Rural Special Education, 359 Miller Hall, Western Washington University, Bellingham, WA 98225 ($35.00 each; $30.00 each for 13 or more).
LANGUAGE- English
EDRS Price - MF04/PC29 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Delivery Systems; *Disabilities; Educational Methods; Educational Needs; *Educational Trends; Elementary Secondary Education; Futures (of Society); Handicap Identification; Mainstreaming; Needs Assessment; Parent Role; Postsecondary Education; Program Descriptions; *Rural Education; *Special Education; Teacher Education; Trend Analysis

The document contains the proceedings of a February 1988, conference on alternative futures for rural special education. After a keynote address titled "Rural Is Where the Heart Is" by Phyllis Kaplan, the approximately 100 presentations focused on such topics as the following: work experience service delivery; needs based approach for comprehensive family services; using peer coaching; cooperative learning and effective instruction strategies to promote social integration of middle school and junior high school exceptional students; transition team building; preparation of personnel for minority handicapped children; serving an at-risk population in a rural area; a cooperative model program for college-age learning disabled; quantitative and qualitative differences among special education programs in rural, regional, and metropolitan areas; Maine's support network for rural special educators; rural Child-Find services; Fetal Alcohol Syndrome and children at risk--a collaborative intervention approach; developing community resources to support rural gifted programs; college extension courses and field experiences; parent input for special education program development; training parents of developmentally delayed children; importance of rural behavioral disorder teacher competencies to teachers and faculty; adaptive physical education; training and employment of paraprofessional personnel; team building--a transdisciplinary approach; developing a low incidence preservice training program; using telecourses for continuing professional education; and identifying training needs for rural special educators. (DB)

ED 299 740 EC 211 019

Link, Donald
Meeting Transition Needs of the Mildly Handicapped in Rural Areas: Personnel and Program Development.
PUB DATE- Feb 88
NOTE- 8p.; In: Alternative Futures for Rural Special Education. Proceedings of the Annual ACRES (American Council on Rural Special Education) National Rural Special Education Conference; see EC 211 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Delivery Systems; *Disabilities; Education Work Relationship; *Mild Disabilities; Program Development; *Rural Areas; Secondary Education; Special Education Teachers; Student Needs; Teacher Education; *Teacher Educator Education; Teaching Methods; Training; *Transitional Programs
The Rural Transition Teacher Preparation Project was designed to train rural special educators to be clinical instructors for the University of Utah's Department of Special Education. These trained educators then serve as delivery agents of courses designed to improve transition services to mildly and moderately handicapped students in rural areas. Each clinical instructor receives on-campus training and practical experience in the area of secondary transition services. They are then able to train rural junior and senior high school teachers in methods to improve transition programming, including curriculum, instruction, assessment, and use of community agencies. The transition training model's instructional foundation is based on seven steps: (1) determining the need for the skills, (2) determining student strengths and weaknesses, (3) motivating the student to learn, (4) modeling and rehearsing the skill, (5) providing guided practice, (6) arranging practical practice, and (7) monitoring generalization. (A job skills checklist is included.) (JDD)

ED 299 418 CE 051 045

Emergency Care Reader. A Supplement to the Emergency Care Attendant Reading Manual. English for Special Purposes.
El Paso Community Coll., Tex.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 88
NOTE- 133p.; For related manuals in a set of five, see CE 051 044-048.
AVAILABLE FROM- El Paso Community College, Communications Division, P.O. Box 20500, El Paso, TX 79998 (Set of five--$60.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Allied Health Occupations Education; *Emergency Medical Technicians; *Limited English Speaking; Newspapers; Periodicals; Postsecondary Education; *Reading Comprehension; Reading Materials; *Second Language Instruction; Second Language Learning; Spanish Speaking; *Vocational English (Second Language)

This reader contains stories to accompany the Reading Manual. It is part of the package of materials developed for use in an English for Special Purposes project, which offers classes in reading, grammar, and emergency care attendant training for limited English proficient students. These stories may be selected as supplementary reading for exercise seven in each of lessons 2 to 8. Section 1 lists various activities that use the newspaper in improving reading skills. Section 2 contains 37 newspaper articles. Section 3 offers suggestions for developing comprehension using journal articles. The suggestions center around two major areas: the skill of asking questions appropriate to the skill to be taught and practice of the skills of comprehension. Nineteen journal articles appear in Section 4. Section 5 is a checklist where the student can record his/her completion of the recommended two newspaper selections and one journal selection for directed weekly study. (YLB)

ED 299 622 CS 506 411

Riley, Jobie E.
Pulpit Reading: A Selected, Annotated Bibliography.
Speech Communication Association, Annandale, Va.
PUB DATE- Sep 88
NOTE- 5p.
AVAILABLE FROM- Speech Communication Association, 5105 Backlick Rd., Bldg. E, Annandale, VA 2203 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Clergy; Oral Interpretation; *Persuasive Discourse; *Religion; *Speech Communication; Textbooks Theological Education
IDENTIFIERS- *Religious Publications; *Sermons
This 47-item bibliography lists selected sources which offer advice, instruction, and opinion on the subject of clerical reading, including when and how it should be done. Basic speech textbooks and articles; secular oral interpretation textbooks and articles; religious source materials; and classical collections of sermons are annotated and included. (RAE)

ED 299 404 CE 051 007

Sowers, Robert L.
Working with the Adult Learner: Applied Andragogy for Developmental Programs.
Appalachian State Univ., Boone, NC. National Center for Developmental Education.
PUB DATE- 88
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Collected Works - Serials (022)
DESCRIPTORS- *Adult Education; Adult Educators; *Adult Learning; *Andragogy; Comparative Analysis; *Developmental Programs; Educational History; Educational Philosophy; Instruction; *Teacher Role; *Teacher Student Relationship; Teaching Methods
The concept of andragogy is posited on four key assumptions about adult learners that distinguish them from child learners and that thus abrogate the premises upon which traditional pedagogy is based. In traditional pedagogy, the role of the learner is one of dependency. Andragogy, on the other hand, recognizes the deep psychological need of adults to be self-directing, and the andragogical model encourages teachers to nurture and encourages learners' natural maturation toward independence. The second postulate on which andragogy is based is that of the valued role of the learner's experience. This accumulated experience makes adult learners capable of peer helping and learning and thus makes group teaching methods better suited for adult learners than are passive information transmittal techniques. The third assumption is that of adults' readiness to learn, and the fourth is that of their psychological orientation to learning. In view of these assumptions, adult educators should use techniques to accelerate their students' readiness to learn, including self-appraisal, career counseling, and simulation. (An annotated bibliography of 20 items is included.) (MN)

ED 299 472 CG 021 117

Chapin, Steven L.; Vito, Richard
Patterns of Family Interaction Style, Self-System Processes and Engagement with Schoolwork: An Investigation of Adolescents Rated as At-Risk or Not-At-Risk for Academic Failure.
PUB DATE- 6 Apr 88
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Adolescents; Family Environment; *Family Influence; *Family Relationship; *High Risk Students; Parent Child Relationship; Secondary Education; Secondary School Students

A recent theoretical model proposes that the amounts of involvement, structure, and autonomy support children and adolescents experience in their relationships with parents and teachers have a strong influence on their own sense of competence, autonomy, and relatedness within the school context, and that these self-system processes in turn exert a strong influence on academic performance and engagement with school work. This study examined whether this model could be expanded to include constructs which have evolved from the family systems perspective. Seventh and 10th grade students (N=544), approximately 40% of whom had been labeled at-risk for academic failure, completed questionnaire items drawn from the Rochester Assessment Package for Schools-Student version (RAPS-S), the High School Questionnaire, an early version of the RAPS-S, and the Family Adaptability and Cohesion Evaluation Scale, version 3. The results showed family disengagement to be the quality of family functioning which most clearly distinguished adolescents who appeared to be at-risk for academic failure from those who were not at risk. Family rigidity and both chaotic family functioning and family enmeshment also appeared to have negative influences on adolescents and their school functioning. These results provide support for the idea that family dynamics can have an important influence on school functioning in adolescents. (NB)

ED 299 486 CG 021 131

Rehm, Lynn P.; Naus, Mary J.
A Memory Model of Depression: An Analysis of Cognition, Development and Emotion.
PUB DATE- 31 Aug 87
NOTE- 9p.; Paper presented at the Annual Meeting of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Depression (Psychology); Emotional Development; *Memory; *Models
In recent years a number of models of depression have been proposed. Many of them have incorporated cognitive constructs to explain vulnerability, initiation, maintenance, and recovery from depression. In light of the wealth of experimental and clinical knowledge about depression, these models can be seen as having a limited focus and scope. Current models of depression have little implication for discriminating depression from other emotional states or disorders and they do not incorporate a developmental perspective. Finally, although some of the most recent models have begun to borrow theoretical positions from the cognitive psychology memory literature, they have done so without consideration for the nuances of different theories in memory and their implications for dealing with the phenomena of depression. Building on previous theoretical work, this research attempts to develop a model using constructs from the memory and developmental literatures that will be useful in describing depression and in differentiating depression from other affective states. The intent is to incorporate relevant constructs that will produce a dynamic model to account for the various processes of change in the course of depression. The plan is to incorporate developmental constructs to deal with the origins of vulnerability factors and with the occurrence of depression among children. (ABL)

ED 299 500 CG 021 146

Sheehan, Eugene P.; Hockett, Cherri
The Effects of Employee Turnover on Those Who Stay.
PUB DATE- Apr 88
NOTE- 12p.; Paper presented at the Annual Meeting of the Western Psychological Association (68th, Burlingame, CA, April 28-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employee Attitudes; Higher Education; *Job Performance *Labor Turnover; Undergraduate Students; *Work Attitudes
Research on employee turnover which has examined why employees qui their jobs has identified a wide range of variables that are associated with turnover, but has provided little information about the consequences of turnover for those who remain in an organization. This study was conducted to examine whether the manner in which turnover is perceived by stayers can affect their job attitudes and their job performance. Undergraduate students (N=104) participated in a proofreading task. During a break from the task, subjects were exposed to a confederate who quit the task either because of boredom, combined with the availability of greater rewards elsewhere (inequity condition), or because of illness (control condition). The subjects then completed a second proofreading task, followed by a brief questionnaire. Data analysis revealed that the output of the inequity group on the second proofreading task was significantly lower than that of the control group. There were no differences between the groups in quality of performance. The inequity group also rated the task significantly more negatively than did the control group. Other questionnaire data suggest these findings can be explained in terms of inequity generated in the stayer by a comparison with the leaver's new job. (Author/NB)

ED 299 515 CG 021 161

Brookes, Jeannie
Counselling--Alternative Approaches. Information Bank Working Paper No. 2476.
Further Education Staff Coll., Blagdon (England).
PUB DATE- Feb 88
NOTE- 17p.; Portions are handwritten; some pages contain faint/broke type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Counseling Techniques; *Counseling Theories; Foreign Countries; Gestalt Therapy; Higher Education; Nondirective Counseling; Rational Emotive Therapy
IDENTIFIERS- England
This document looks at various types of counseling approaches and includes sections on Rogerian counseling, Gestalt therapy, and rational emotive therapy. The section on Rogerian counseling includes a discussion of the principles of counseling from Rogers' "Client Centered Therapy." Gestalt therapy is explained in more detail and a synopsis is provided for individuals interested in training to be counselors. The section on rational emotive therapy lists 11 irrational ideas that may cause and sustain emotional disturbance. An illustration of multi-modal therapy techniques is included. A section on counseling skills considers the importance of ending a counseling session sensitively and effectively. (NB)

ED 299 681 EA 020 413

Gilman, David A.; Miller, Melinda
An Examination of Teachers Teaching Teachers Staff Development Model in Southwest Dubois County. Prepared for the Southwest Dubois County School Corporation, Huntingburg, Indiana.
PUB DATE- 8 Aug 88
NOTE- 42p.; Document printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Attitude Change; Educational Attitudes; Elementary Secondary Education; Peer Teaching; Public Schools; *Staff Development; *Teacher Attitudes; *Teacher Education
IDENTIFIERS- *Indiana
This study investigated how the Teachers Teaching Teachers project influenced the attitudes and beliefs of public school teachers and administrators. Eighteen educators from the Southwest Dubois School Corporation, Huntingburg, Indiana, participated in the project, which lasted from November 1987 to May 1988. The results support the effectiveness of Teachers Teaching Teachers as a technique for enhancing positive educator attitudes and beliefs. Appended are (1) summary statistics for measures of the study; (2) measuring instruments used in the study; and (3) 22 references. (SI)

ED 299 770 EC 211 049

Assistive Devices. Exceptional Child Education, Curriculum K-12.
Jefferson County Public Schools, Louisville, Ky.
PUB DATE- 84
NOTE- 143p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Assistive Devices (for Disabled); Behavioral Objectives; *Communication Aids (for Disabled); *Disabilities; Elementary Secondary Education; *Mobility Aids; Resource Materials; Sensory Aids; Skill Development; Task Analysis; *Teaching Methods

The purpose of the Jefferson County (Kentucky) Public Schools K-12 Exceptional Child Education Curriculum is to facilitate teaching, and thereby learning, by providing a foundation of information and skills to be presented. The Assistive Devices curriculum is designed to help exceptional students learn to use specialized equipment. Assistive devices included are: amplification devices, braille writers, "Canon communicator," cassette recorder/player, corrective lenses, "Form-a-Phrase," headphones, magnifier, "Memowriter," "Optacon," record player, "Scan 40 Communicator," typewriter, "Visualtek," walker/crutches, and wheelchair. The guide presents the devices alphabetically, and objectives for learning each device are presented in sequential order. Major steps in the task analysis of each objective are listed, along with activities, materials, and resources for each step. Materials are coded for the appropriate grade level--elementary, middle school, or high school--and teacher materials are also listed. The guide also contains the Jefferson County public school philosophy, the board of education goals, and the exceptional child education philosophy and goals. (JDD)

ED 299 785 EC 211 064

Kelly, Michelle Marie; Schoen, Sharon F.
It Worked in My Classroom: A Social and Academic Behavior Change Program.
PUB DATE- Jun 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Behavior Change; Behavior Problems; Case Studies; *Compliance (Psychology); *Downs Syndrome; Elementary Education; Females; Mathematics Achievement; *Mental Retardation; *Positive Reinforcement; Social Reinforcement; *Token Economy
IDENTIFIERS- Single Subject Research Design
A social and academic change program was designed for an 11-year-old educable mentally retarded female with Downs Syndrome. Noncompliant behavior was modified through systematic and consecutive manipulations of two reinforcement systems. Responding to teacher requests within 5 seconds was reinforced within the context of math instruction in order to decrease an inappropriate social behavior while concomitantly increasing a critical academic skill. A simple A-B time series design was employed to evaluate the effectiveness of the interventions. A token economy and verbal praise treatment package was found to be an effective system for reducing noncompliance and increasing math proficiency. Other factors contributing to the program's effectiveness may have included consistent feedback in the form of charting daily behavior, goal setting, personal attention, and the student's own interest in the program. It was noted that noncompliance increased on days in which an unfamiliar concept was introduced. The concurrent increase in academic achievement was attributed in large measure to the decrease in noncompliance. (Author/JW)

ED 299 389 CE 050 878

Wirtz, Philip W.; And Others
Situational and Social Influences on High School Students' Decisions To Work Part-Time.
PUB DATE- 14 Jun 88

NOTE- 26p.; Portions of this paper were presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- High Schools; *High School Students; *Part Time Employment; Sex Differences; *Social Influences; *Student Attitudes; Student Characteristics; *Student Employment; *Work Attitudes

A study of the reasons cited by 508 high school students for deciding to work part-time indicated that working to acquire additional spending money is only one of many reasons why high school students elect to work. Reasons for working were found to be significantly associated with a variety of situational and social factors. Academic program and grade were significantly related to working in order to save for future education versus gaining workplace skills and experience. Saving for future education was often a major factor in the decision to work. Boys placed more importance on working because their parents wanted them to, whereas girls emphasized working for the purpose of learning skills, gaining experience, and saving for future education. Teacher approval was significantly associated with gaining skills and experience, and peers were found to be supportive of youths working to help support their families, learn skills, and save for future education. This study thus found little evidence in support of recent suggestions in the literature that high school students who are employed part-time believe that there is little to be learned from their jobs and that their main reason for working is to gain spending money. (Seven tables/graphs are provided, as well as 45 references.) (MN)

ED 299 432 CE 051 061

Hollenbeck, Kevin M.; And Others
Postsecondary Occupational Education Delivery: An Examination. Final Report.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 596p.; For the machine-readable data file documented here, see CE 051 060.

GRANT- G008620030
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Administrator Attitudes; Career Planning; *College Choice; Competency Based Education; Curriculum Development; *Decision Making; *Delivery Systems; Demography; Educational Quality; Excellence in Education; *Instructional Development; Job Placement; National Surveys; *Policy Formation; Postsecondary Education; Professional Development; School Business Relationship; Student Attitudes; Student Characteristics; Tables (Data); Teacher Attitudes; Two Year Colleges; *Vocational Education
A study examined postsecondary occupational education delivery fro two standpoints: (1) the workings of and main participants in instructional decision-making processes and (2) student motivation in selecting occupational programs and institutions. Site visits were conducted at 48 institutions, and another 384 institutions participated through a mail survey. Over 6,000 administrators, placement officials, departmental chairpersons, faculty, and students responded. It was found that competency-based education has improved occupational instruction in several important ways, including increased emphasis on job placement after graduation and better accommodation of special needs students. Although employers were involved in many aspects of curriculum and instruction, their degree of involvement was not as great as vocational-technical educators would like to see. Data from all three types of institutions studied indicated a need for more-formalized and better-structured professional development activities. (Appendixes include 142 statistical tables, data on the universe of public and independent institutions offering postsecondary occupational education, the mail survey questionnaire, item nonresponse tables, and the site visit interview and classroom observation forms. (Twelve pages of references are provided.) (MN)

ED 299 544 CS 009 346

Garza, Liz
Effective Literacy Instruction Model Designed by IDRA Works in Rural and Urban Districts as Project SCALE.
Intercultural Development Research Association, San Antonio, Tex.
PUB DATE- Oct 88
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Reading Programs; Family Programs; Limited English Speaking; Literacy; *Literacy Education; Parent Education; Parent Materials; *Program Design; Rural Education; Urban Education
IDENTIFIERS- Nonnative Speakers; *Project SCALE
Project SCALE (Satellite Centers for Adult Leadership), an innovative model for literacy instruction, was designed to serve Limited English Proficient (LEP) adults in the San Antonio (Texas) area. The project has received a Family English Literacy grant to replicate and improve this literacy instruction model with LEP adults in rural and urban settings. Project SCALE incorporates traditional literacy education methods, including classroom instruction and commercially available texts, with supplemented materials such as televised lessons and oral communication activities. Non-traditional methods are used to overcome the problems of limited participation in educational programs, low literacy or non-literacy, lack of input and irrelevant materials. The objectives of the program include the development of language skills by students and parent leadership training. Coordination with other agencies has been established, and goals for teacher training have been established. (A figure is included.) (RS)

ED 299 560 CS 009 370

Bruce, David James
Coping with Dyslexia.

PUB DATE- Aug 87
NOTE- 13p.; Paper presented at the World Conference of the International Association of Applied Linguistics (8th, Sydney, Australia, August 16-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; *Coping; *Dyslexia; Foreign Countries; Memory; Reading Difficulties; Reading Research; Remedial Reading; Semiskilled Occupations; *Spelling; Young Adults
IDENTIFIERS- England (London); Word Blind Centre for Dyslexic Children

A study followed up on 75 dyslexic young adults who had been referred to the Word-Blind Centre in London, England to examine remedial help received, present level of skill, educational record, achieved occupational status, and coping strategies. Subjects, 68 men and 7 women ranging in age from 18 to 30 years, were interviewed for two hours concerning their experiences since their referral to the Centre. Results indicated that: (1) those who received remedial help at the Centre regarded their experience as some sort of salvation; (2) early training in spelling skills was a critical factor in later improvement in spelling; (3) oral reading improvement was a more general effect of remedial teaching than specific programs at the Centre; (4) subjects scored well on a variety of tests of science and technical subjects, but very low in the traditional arts subjects; (5) a majority of the subjects' occupations exhibited a downward shift in status compared to that of their fathers; and (6) coping strategies such as relying on amanuenses, "camouflaging," taking written work home, or relying on memory were used by most of the subjects. (RS)

ED 299 623 CS 506 412

Chandler, Daniel Ross
Rhetoric of India: A Selected, Interdisciplinary Bibliography.
Speech Communication Association, Annandale, Va.
PUB DATE- 88
NOTE- 5p.
AVAILABLE FROM- Speech Communication Association, 5105 Backlick Rd., Bldg. E, Annandale, VA 22003 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Foreign Countries; Intercultural Communication; *Mysticism; *Philosophy; *Rhetoric
IDENTIFIERS- Bhagavad Gita; *India; International Communication; Ved
This 98-item bibliography lists works pertaining to the philosophical and religious literature of India, a literature which has long earned the respect of distinguished Western scholars. Included are: foundational works of Indian culture, such as the Bhagavad-Gita, the Holy Vedas, and the Upanishads; works on the rhetorical tradition and background of Indian thought; selected philosophical perspectives; profiles of noted speakers; texts on intercultural and international communication; and collections of research perspectives and methodologies. (RAE)

ED 299 639 CS 506 429

Jensen, Marvin D.
Making Contact: The NAMES Project in Comparison to the Vietnam Memorial.
PUB DATE- 4 Nov 88
NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Affective Behavior; Art Expression; *Comparative Analysis; Emotional Experience; Emotional Response; *Gestalt Therapy; Public Opinion
IDENTIFIERS- *NAMES Project Quilt; Personal Involvement; *Vietnam Veterans Memorial
Several principles of gestalt therapy are applied in an analysis of the similarities between the Vietnam Veterans Memorial and The NAMES Project Quilt. The NAMES Project Quilt memorializes people who have died of Acquired Immune Deficiency Syndrome (AIDS). The creators of the two memorials engaged in the initial searches for "whole" images which could symbolize the gestalt of human losses. A tenet of gestalt therapy maintains that the contact between people and their environments define their identity. Both memorials provide opportunities for such contact, producing creative adjustment in the form of learning or insight. Gestalt therapists believe that an accurate perception can only be achieved when the figure is distinguished from the ground. Both memorials present the viewer with a figure that emerges from the ground and ultimately connects into a mosaic or tapestry of figures which can never again be seen as a generalized ground. Both memorials confront the visitor with gestalten. The Vietnam Veterans Memorial and The NAMES Project Quilt are each cast in a form which allows an approach to the gestalt--a gestalt which is larger than the instrument which carries its message and realizable only in the free responses of the viewer's mind. Although the two memorials are not similar in every aspect, each enlarges the vision of those who make contact and encourages the internal creative adjustment which gestalt therapists believe is essential to personal growth and healthy response. (Twenty-six references are attached.) (MM)

ED 299 754 EC 211 033

Keul, Patricia K.; And Others
Planning for Transition: Answers for Parents. CETVE (Cooperative Employment through Vocational Experience) Monograph #2.
North Carolina Univ., Charlotte.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 87
NOTE- 8p.; Print is light and variable and may not reproduce well.
GRANT- G008530175
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cooperative Planning; *Disabilities; *Educational Planning; *Education Work Relationship; Long Range Planning; Needs Assessment; Parent Student Relationship; Secondary Education; *Student Needs; Student Placement; *Transitional Programs; *Vocational Education

The goal of transition planning is to bridge the gap between the mandated special education services provided by public schools and the entitlement systems under which adult services operate. This paper is designed to assist parents in understanding the transition planning process. In a question-and-answer format, information is presented to address the most frequent concerns of parents of secondary students with disabilities. The information covers: methods for assisting the student to make the transition from school to work, the effects of employment on Supplemental Security Income and Medicaid benefits, description of an Individual Written Transition Plan (IWTP), how the IWTP helps in acquiring necessary services and employment after graduation, how the IWTP addresses students' community living skills and social and leisure needs, and the importance of long-range planning. (JDD)

ED 299 712 EA 020 471

Whitman, Robert L.; Pittner, Nicholas A.
Planning, Promoting and Passing School Tax Issues. Revised Edition .
Ohio School Boards Association, Columbus.
PUB DATE- 88
NOTE- 58p.
AVAILABLE FROM- Publications, Ohio School Boards Association, P.O. Box 6100, Westerville, OH 43081-6100 ($5.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Educational Equity (Finance); Elementary Secondary Education; Finance Reform; Public Schools; *School Districts; *Tax Allocation; Tax Deductions; *Tax Effort; *Taxes; Tax Rates
IDENTIFIERS- *Ohio
This book provides Ohio citizens with information on school tax issues and levy campaigning. The material is presented in a structural step-by-step process that lends itself to the practical application for preparing a levy. This book is a guide to understanding various tax issues, tax reduction factors, and the changing tax duplicate that affects school districts. Four case studies are included. (SI)

DOCUMENT RESUME

ED 299 786 EC 211 065

Fredericks, Bud; And Others
Vocational Training for Students with Severe Handicaps.
REPORT NO.- ISBN-0-944232-01-9
PUB DATE- 87
NOTE- 150p.
AVAILABLE FROM- Teaching Research Publications, 345 North Monmouth Ave., Monmouth, OR 97361 ($13.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Programs; *Employment Potential; Job Placement; *Job Training; Moderate Mental Retardation; Part Time Employment; *Recordkeeping; Secondary Education; *Severe Disabilities; *Severe Mental Retardation; Training Methods; *Vocational Education
IDENTIFIERS- *Supported Competitive Employment
The book describes procedures used to provide nonsheltered community based vocational training to moderately and severely/profoundly handicapped students at the secondary level. The program is desgiend to enable students to make the transition to paid employment in two or more part-time jobs as a viable alternative to a single full-time job as well as a means of improving the individual's quality of life, and increasing the opportunities for interactions with nonhandicapped peers. Details of implementing this type of vocational training at the secondary level are explained as well as procedures for job search and development and job training including data keeping and movement of students across job settings. The first chapter provides a program overview and explains the program philosophy. Necessary steps before placement are detailed next and include referral, interview with the student and parent, making transportation arrangements, and establishing priorities when student referrals exceed resources. The third chapter describes the work of the placement specialist while the fourth details strategies for teaching job skills stressing behavioral theory. Considered in the fifth chapters is teaching associated work skills or behaviors. The recruitment, training, and skill maintenance of the volunteer is the subject of the sixth chapter. The record keeping system is explained in the last chapter. Blank sample forms are appended. (DB)

DOCUMENT RESUME

ED 299 800 FL 017 561

6e Annee test de rendement. francais. Partie A: Composition. Partie B: Lecture (choix multiples) (Sixth Year Achievement Test, French. Part A: Writing. Part B: Reading (Multiple Choice).
Alberta Dept. of Education, Edmonton.
PUB DATE- Jun 88
NOTE- 38p.
LANGUAGE- French
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; Foreign Countries; *French; *Language Tests; Multiple Choice Tests; *Reading Tests; *Writing Evaluation
IDENTIFIERS- Alberta

The two parts of Alberta's sixth-year French achievement test are in test booklet form. Part A, the writing test, requires the development of a composition from a story for which the beginning is provided. The booklet contains instructions concerning the procedure and the criteria to be used in evaluating the composition. Space is provided for a rough draft or notes and for a final draft. Coding and correction forms are also included. Part B, the reading test, contains ten texts (including poetry) and one cartoon strip, each followed by a series of multiple-choice comprehension questions. Instructions are included. (MSE)

DOCUMENT RESUME

ED 299 815 FL 017 614

Cardenas, Karen Hardy
Foreign Language Programs and Foreign Language Program Administrators: Results of a Survey.
PUB DATE- Oct 88
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Administrator Role; College Faculty; *Department Heads; Educational Quality; Graduate Study; Higher Education; Language Enrollment; *Language Teachers; *Moral; *Program Development; Resource Allocation; Salary Wage Differentials; *Second Language Programs; Teacher Administrator Relationship; Teacher Attitudes; Teacher Salaries; Teacher Supply and Demand; Undergraduate Study
A survey of 1,027 chairpersons of foreign language departments in all Central States region two- and four-year colleges reveals encouraging news about the state of foreign language programs as perceived by administrators, but mixed results regarding issues affecting faculty and administrators. Respondents (N=304) expressed a high degree of satisfaction with their programs' quality, growth in enrollments and undergraduate and graduate majors, a projected upswing in faculty hiring, and the fairness of program resource allocation. Dissatisfaction was shown with levels of funding and faculty salary distribution. Most felt that market-driven salary formulas were not beneficial to their departments, and a smaller number felt that the formulas had lowered faculty morale; most, however, felt that faculty morale was generally good. Respondents seemed less concerned with salary differentials within their institutions than with differences between institutions. The findings concerning the department chair are less positive. While most administrators found satisfactions in their role, most felt they had increasing responsibility but less power. The greatest frustrations appear to be in lack of time for teaching and research, motivating unproductive faculty, accurately evaluating teaching, budgeting, locating and hiring part-time faculty, and handling faculty discontent. (Complete survey results are presented in tabular form at the end of the paper.) (MSE)

DOCUMENT RESUME

ED 299 830 FL 017 642

Scarino, Angela; McKay, Penny
The Australian Language Levels (ALL) Project--A Response to Curriculum Needs in Australia.
PUB DATE- Aug 87
NOTE- 16p.; Paper presented at the World Conference of Applied Linguistics (8th, Sydney, New South Wales, Australia, August 16-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; *Cultural Pluralism; Curriculum Development; *Educational Change; Educational Needs; Educational Policy; Foreign Countries; Language Research; *Language Role; *Native Language Instruction; Needs Assessment; Public Policy; *Second Language Programs
IDENTIFIERS- Australia; *Australian Language Levels Project
Australia has a unique range of language communities and language education needs. A variety of languages is currently offered to different groups of learners through diverse programs. Language teaching may be provided through bilingual education, limited-exposure programs, or compulsory language instruction. Federal and state education agencies, policies, and curriculum initiatives further complicate the language teaching situation and increase the need to coordinate policy with curriculum development. New developments in language teaching also make curriculum change desirable. The Australian Language Levels (ALL) Project is evolving from these influences. The ALL Project focuses on the coordination of change in language education by supporting and facilitating changes already occurring in language education, bringing coherence to the language field at the national level, and producing guidelines to assist in this process. To date, the project has produced two conceptual bases or frameworks for change: an organizational framework for describing language learning at different educational levels, and a curricular framework, or guidelines, for teachers and instructional developers. The curricular guidelines address the principles, goals, and activities of language learning. The curricular framework is deemed to be theoretically and methodologically applicable to the teaching of English as a second language as well as to foreign language instruction. (MSE)

DOCUMENT RESUME

ED 299 844 HE 021 551

Minorities in Higher Education. Sixth Annual Status Report. 1987.
American Council on Education, Washington, DC. Office of Minority Concerns.
PUB DATE- 87
NOTE- 45p.; Some tables use small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; American Indians; Blacks; College Desegregation; Degrees (Academic); Educational Discrimination; Enrollment Influences; *Equal Education; Equal Opportunities (Jobs); *Higher Education; Hispanic Americans; Majors (Students); *Minority Groups; Minority Group Teachers; National Surveys
IDENTIFIERS- Adams v Richardson; American Council on Education

Data on earned degrees (by minorities) by selected fields of concentration are presented according to a national survey by the American Council on Education (ACE), Office of Minority Concerns. Its special focus is on the current critical issue of the escalating shortage of minority teachers. The following issues are discussed: minority high school graduation and college enrollment rates; degrees conferred (by race/ethnicity, by field, by historically black colleges and universities; and by historically black colleges and universities by field); the status of Adams v. Richardson; special focus on minorities in the teaching force (supply and demand for minority teachers; career intentions; employment status of recent college graduates certified to teach; composition of the teaching force; state teacher testing policies; what tests measure; and the impact of tests on minority access to the teaching force); the teacher education reform movement; and ACE initiatives on minority participation in higher education. Some of the significant points are that Black and Hispanic higher education participation rates have continued to decline since 1976; the number of degrees conferred to Blacks declined significantly between 1975-76 and 1984-85; in the academic year 1985, Hispanics and American Indians continued to earn degrees in numbers well below their proportion of the total population; and while the percentage of minority students in elementary and secondary public schools has increased, the percentage of minority teachers has decreased. Contains three figures and 13 tables. (SM)

DOCUMENT RESUME

ED 299 857 HE 021 733

Ellis, Susanne D.
Enrollments and Degrees. AIP Report.
American Inst. of Physics, New York, NY. Education and Employment Statistics Div.
REPORT NO.- AIP-R-151.24
PUB DATE- Jun 87
NOTE- 10p.
AVAILABLE FROM- American Institute of Physics, 335 East 45th Street, New York, NY 10017-3483.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Astronomy; Bachelors Degrees; College Students; *Degrees (Academic); Doctoral Degrees; Enrollment Projections; *Enrollment Trends; Females; Foreign Students; Full Time Students; Geographic Distribution; Graduate Students; Higher Education; Institutional Characteristics; Introductory Courses; *Majors (Students); Males; Masters Degrees; Minority Groups; National Surveys; Part Time Students; *Physics; Teaching Assistants; Trend Analysis

Results of the American Institute of Physics' 1986-87 annual enrollment and degree survey for physics and astronomy are presented. The summary report contains information about the degree recipients of 1986 and enrollments for 1986-87. Ten-year trends are presented to illustrate change. The data are presented in tables accompanied by narrative analysis. Information for physics includes: trends in number of degrees granted (bachelor's, master's, and doctoral), major enrollments (juniors and senior), and graduate enrollments (total and first year), overall and by institution type; introductory physics enrollments; actual and projected number of undergraduate majors; trends in attrition by institution type; undergraduate majors by geographic region and institution type; trends in entering U.S. and foreign graduate students; full-time, part-time, and foreign graduate enrollments by institution type; regional distribution of teaching assistants by institution type; unfilled teaching assistantships for first-year graduate students; trends in actual and projected doctorates granted; degrees by region and institution type; and degrees granted by sex and minority group. Similar but less extensive information is presented for astronomy. (MSE)

DOCUMENT RESUME

ED 299 870 HE 021 753

Geiger, Roger L.
Privatization of Higher Education: International Trends & Issues. Report of a Conference (Racine, Wisconsin, June 15-18, 1987).
International Council for Educational Development, Princeton, NJ.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
REPORT NO.- ISBN-0-89192-217-2
PUB DATE- 88
NOTE- 71p.
AVAILABLE FROM- International Council for Educational Development, 20 Nassau Street, Princeton, NJ 08540.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrative Policy; *College Administration; College Planning; Comparative Education; Educational Development; *Educational Finance; Educational Planning; Educational Policy; Foreign Countries; *Government Role; *Higher Education; *International Education; *Private Financial Support
IDENTIFIERS- *Privatization

Based on papers and dicussion at an international Wingspread conference on the privatization of higher education, this monograph provides an analysis and assessment of the issue from the point of view of an invited participant. The following chapters are presented: "The Issues of Privatization in International Perspective" (an overview of recent changes in systems of higher education); "Privatization in Historical Context" (describing trends in higher education over the past 30 years and the place of privatization in those trends); "National Cases of Privatization" (discussing the experiences and limitations of four "welfare states," Australia, Britain, Belgium and Sweden; the Napoleonic educational structures of France, Italy and Spain; the mass private sectors of Brazil, Colombia, Puerto Rico and Japan; third world countries; and the United States); "The Issues of Privatization" (examining the differences between public and private institutions, the articulation of higher education and society, voluntary support and corporate research, and private resources from student charges); and "Privatization in a Contemporary Perspective" (containing brief concluding comments). Contains 90 notes and references. (KM)

DOCUMENT RESUME

ED 299 884 HE 021 799

Chaffee, Ellen Earle; Tierney, William G.
Collegiate Culture and Leadership Strategies.
American Council on Education, Washington, D.C.
REPORT NO.- ISBN-0-02-905291-2
PUB DATE- 88
NOTE- 288p.; American Council on Education/Macmillan Series on Higher Education.
AVAILABLE FROM- Macmillan Publishing Company, 866 Third Ave., New York, NY 10022 ($24.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Administrative Principles; Administrative Problems; Case Studies; Church Related Colleges; College Environment; *Cultural Influences; Decision Making; *Higher Education; Institutional Role; *Leadership Styles; *Organizational Climate; Research Universities; Rural Schools; State Colleges
IDENTIFIERS- *Organizational Culture

A hands-on study for executives, researchers, and students who want to better understand how organizational culture can support or impede decision making strategies in a complex changing collegiate environment is provided. Leadership strategies and institutional problems are described. Seven different collegiate cultures are explored via case study research conducted with 400 academic officials from a wide variety of schools. The five sections are as follows: (1) introduction (the cultural drama of organizational life and the search for dynamic equilibrium in organizational culture); (2) culture and continuity ("Rural State College" and "Family State College"); (3) culture and change ("Mission University," "Present State College," and "Covenant University"); (4) culture and identity ("Triad University" and "R&D University"); and (5) conclusion (the challenge to leadership). Appended are: some thoughts on method: procedures for validating qualitative research; sample documents about the study; 1983 and 1985 rankings of the cases on selected institutional performance survey questions; and tables of financial and enrollment data. An index is provided. Contains 60 references. (SM)

DOCUMENT RESUME

ED 299 897 HE 021 866

Excellence and Equity. A Report on the Kean College of New Jersey Governor's Challenge Grant.
Kean Coll. of New Jersey, Union.
PUB DATE- Feb 88
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Access to Education; Computers; *Educational Quality; *Equal Education; *Excellence in Education; Faculty Development; General Education; Higher Education; Staff Development; *State Colleges
IDENTIFIERS- College Outcome Assessment; *Kean College of New Jersey

Kean College of New Jersey's most recent performance report is represented in response to the Governor's challenge that each of the state colleges develop a comprehensive plan that would "chart their own paths to greatness." Following an introduction that looks at the core of excellence, conditions of excellence, and the path to excellence, five sections focus on objectives. They are: (1) to assess and improve student achievement (assessment of learning and development outcomes, training and development, student awareness and involvement, what was learned from the process, future directions, and dissemination activities); (2) to improve access and persistence (recruitment of minority students, freshman center, learning assistance programs, and increasing student involvement and strengthening leadership); (3) to implement strengthened general education program (strengthening and expansion of general education curriculum, cultural programming, faculty training, assessment, program evaluation, and a note on dissemination); (4) to expand faculty and professional staff development (computer training plans and computer training initiatives); and (5) to integrate computers in curricula (institutional initiatives, programmatic and discipline-based laboratories, computer purchase incentives, and associated computer research and training opportunities). (SM)

DOCUMENT RESUME

ED 299 910 HE 021 896

Wratcher, Marcia A.; Jones, Rosalind O.
Facilitating a Time Management Workshop for Adult Learners.
PUB DATE- Mar 88
NOTE- 12p.; Paper presented at the Annual Meeting of the American College Personnel Association (Phoenix, AZ, March 27-30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Adult Learning; Behavioral Objectives; Decision Making; Educational Objectives; Higher Education; Individual Needs; Organization; Performance; Planning; *Time Management; *Workshops
IDENTIFIERS- University of Pittsburgh PA
The Time Management Workshop for adult learners at the University of Pittsburgh (Pennsylvania) is described. It was developed when many adults, upon returning to school, expressed anxiety, questioned their skills and abilities, and reported study related problems associated with time management. Most of the self-instructional and workshop materials currently available on time management focus on providing basic tips for organizing and constructing study schedules. They are useful but do not cover many issues related to time management for adult learners (learning style, individual goals, time use and memory function, time use and misuse, and view of home, school, and career responsibilities). A theoretical background for the design of the Time Management Workshop is provided, looking at the androgogical model from Knowles and the time continuum model of motivation from Wlodkowski. The Time Management Workshop's overall goal is to assist participants in the exploration, definition, and decision-making processes regarding problems and issues of time management which are unique to their individual life situations. The workshop is highly interactive, with student interaction and discussion making up about 80% of the workshop. After attending the workshop, participants should be able to do such things as state their long- and short-term goals, trace their patterns of procrastination, and organize and prioritize assignments and commitments. This workshop has been an overwhelming success, with students reporting that they have a more realistic and less anxious conception of time management. Contains 4 references. (SM)

DOCUMENT RESUME

ED 299 923 HE 021 917

Novak, Joseph D.; Ridley, Dennis R.
Assessing Student Learning in Light of How Students Learn.
American Association for Higher Education, Washington, D.C.
PUB DATE- 88
NOTE- 29p.; Paper collected as part of the American Association for Higher Education Forum.
AVAILABLE FROM- AAHE Assessment Forum, American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Achievement; *Cognitive Style; *Educational Assessment; Higher Education; Instructional Effectiveness; Outcomes of Education; Student Development; Teacher Role
IDENTIFIERS- *AAHE Assessment Forum; *College Outcomes Assessment
The questions of purposes and methods as related to assessment of student learning are considered. It is difficult to find assessment invoked without a parallel call for improvement, particularly improved teaching and learning. Also, much attention has focused on problematic dimensions of measuring what students learn, but the fundamental set of questions about the match between purposes and methods tends to get bypassed. Six sections focus on the following: a rationale for the approach taken here and the problem that prompts it; principles of assessment grounded in a view of how students learn; a theory of learning, set forth not as the final word but as a possible framework for "theory-driven" assessment; three assessment techniques that follow from that theory (the structured interview, concept mapping, and Gowin's Epistemological Vee); an evaluation of the three techniques in light of experience of their use and other considerations; and a revisitation of the thesis (where it has gone, and where it will go next). Positive steps for the assessment movement include (1) encouraging faculty to talk to each other about meaningful learning and (2) developing a greater and more diverse array of methods. Contains 27 references. (SM)

DOCUMENT RESUME

ED 299 936 HE 021 975

Financing Universities in North America: Can Ontario Compete?
Council of Ontario Universities, Toronto. Research Div.
REPORT NO.- 88-10; ISBN-88799-231-5
PUB DATE- Oct 88
NOTE- 54p.
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4 Canada.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Educational Finance; Expenditures; Financial Problems; Foreign Countries; Grants; Higher Education; Income; Inflation (Economics); *Institutional Survival; School Support; Student Financial Aid
IDENTIFIERS- Canada; *Ontario

The financial position of Ontario universities is assessed relative to that of comparable U.S. institutions. To maintain and sustain Ontario's universities and thereby maintain and sustain Ontario's competitive position in today's global economy requires a significant financial investment. This study focuses primarily on 10 doctoral-level institutions in Ontario and about 250 in the United States offering doctoral programs across a range of academic disciplines. Data for 1985-86 for public and private institutions in the United States are presented both separately and in a combined format. The study shows that university revenues vary widely by source and magnitude between Canadian and U.S. institutions, and, among the latter, between private and public universities. American universities received far more revenue in 1985-86 than Ontario universities, and U.S. universities also spent more money. By American standards, higher education in Ontario is significantly underfunded. In terms of competitive position of Ontario universities, recent evidence suggests a significant upward trend in the level of support for higher education in the United States. This trend is not matched in Ontario. Between 1982-83 and 1986-87, grants per student in Ontario have barely kept pace with inflation. An appendix is data sources and conversion. Contains 10 tables and 7 figures. (SM)

DOCUMENT RESUME

ED 299 950 IR 013 463

The Acquisition and Use of Learning Technologies in New York State Schools, 1985-86.
New York State Education Dept., Albany. Center for Learning Technologies.
PUB DATE- 86
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Instruction; Computer Oriented Programs; *Economic Factors; *Educational Technology; *Educational Television; Elementary Secondary Education; *Microcomputers; *School Surveys; *Staff Development; State Surveys; Telecommunications
IDENTIFIERS- *New York

This report provided information to the State Board of Regents on the acquisition and use of learning technologies in New York State elementary and secondary schools in 1985-86. The data reported in this study represent two separate collection efforts. First, information on the types and quantities of learning technologies acquired was collected at the school level by the Basic Educational Data System of the State Department of Education's Information Center. Second, a special survey of applied use of learning technologies was conducted in a representative sample of the state's elementary and secondary schools. The findings showed increased computer acquisition and use; increased access to computers and other learning technologies by the "most-in-need" education populations; significant growth in the acquisition and use of visual, media, and communications technologies; and substantial staff development to support technology integration. Of particular interest in the report are analyses of the data on the acquisition and use of learning technologies by the "poverty status of the school." Data analyses are reported in 32 tables. (EW)

DOCUMENT RESUME

ED 299 965 IR 013 480

Clancey, William J.; Bock, Conrad
Representing Control Knowledge as Abstract Task and Metarules. ONR Technical Report #15.
Stanford Univ., Calif. Dept. of Computer Science.
SPONS. AGENCY- Josiah Macy, Jr. Foundation, New York, N.Y.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- STAN-CS-87-1168
PUB DATE- Apr 85
NOTE- 71p.; For related reports, see IR 013 477-481.
CONTRACT- N00014-85K-0305
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classification; *Computer System Design; *Expert Systems; *Identification; Models; *Problem Solving; *Programing; Programing Languages
IDENTIFIERS- *Knowledge Bases; LISP Programing Language; *Rules Based Theory
A poorly designed knowledge base can be as cryptic as an arbitrary program and just as difficult to maintain. Representing inference procedures abstractly, separately from domain facts and relations, makes the design more transparent and explainable. The combination of abstract procedures and relational language for organizing domain knowledge provides a generic framework for constructing knowledge bases for related problems in other domains, and also provides a useful starting point for studying the nature of strategies. In HERACLES, inference procedures are represented as abstract metarules, expressed in the form of the predicate calculus, organized and controlled as rule sets. A compiler converts the rules into LISP code and allows domain relations to be encoded as arbitrary data structures for efficiency. Examples are given of the explanation and teaching capabilities afforded by this representation. Different perspectives for understanding HERACLE's inference procedure and how it defines a relational knowledge base are discussed in some detail. (Fifteen figures and 67 references are provided.) (Author)

DOCUMENT RESUME

ED 299 982 IR 052 430

Robayo, Moises Pedraza
Necessity of a Space for the Study of the Theoretical and Conceptual Problems as Part of the Harmonisation in the Teaching of Librarianship, Archives and Documentation.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 9p.; Paper presented at the International Federation of Library Associations (IFLA) Pre-Session Seminar on International Colloquium on Education and Training of Library, Information and Archival Personnel (London, England, August 10-14, 1987). Broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Archives; Developing Nations; *Documentation; *Information Science; *Library Education; *Library Science; Political Influences; Professional Continuing Education; Socioeconomic Influences; Technological Advancement; Undergraduate Study; Users (Information)
IDENTIFIERS- *Colombia; *Harmonization
This discussion of the need to improve the quality of professional formation within the harmonization of teaching information professionals in a developing country argues that a firm theoretical area of knowledge is needed, and suggests that this paper can be considered as a point of reference for the harmonization of teaching the three professions. Topics considered include: (1) background information on schools of librarianship in Colombia; (2) justification for structuring a theoretical body of knowledge for the profession; (3) theoretical area objectives within the harmonization program--with a view to the internal model within the developing country; and (4) minimum contents proposed for a curriculum. (CGD)

DOCUMENT RESUME

ED 299 997 IR 052 446

IFLA General Conference, 1987. Division of Collections and Services. Official Publications Section. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 9p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (53rd, Brighton, England, August 16-21, 1987).
LANGUAGE- English; French
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
DESCRIPTORS- Academic Libraries; Access to Information; *Bibliographies; Cataloging; Databases; Depository Libraries; *Electronic Publishing; Foreign Countries; Global Approach; *Government Publications; Higher Education; Information Dissemination; *International Organizations; Optical Disks
IDENTIFIERS- United Nations

The six papers compiled here cover topics related to government publications and bibliography. In "The Impact of the Use of New Technology in Government Publishing on Libraries," Bernadine E. Abbott Hoduski discusses the impact of the use of new technology by government publishers on the dissemination of government information to libraries, particularly depository libraries. In "L'impact des nouvelles technologies sur les publications officielles" (The Impact of New Technologies on Official Publications), Pierre Pelou points out that the quality of information services is determined not by the use of new technologies, but by the ways in which the librarian utilizes them to meet the information needs of users. In "Government Publications and the Concept of Rarity," Richard Landon considers the concept of rarity in terms of government publications and provides several examples of the scope of rare government publications. In "Survey of Bibliographic Services of International Intergovernmental Organizations: A Progress Report," Sylvie Jacque provides a progress report on a project which is updating an inventory of major bibliographic sources of intergovernmental organizations and conducting a survey of such materials in depository libraries. In "The International Bibliography: A Review," Nellie S. C. Moffitt examines the development of the "International Bibliography," a bibliographic quarterly for intergovernmental publications. In "Bibliographic Control, Use, and Reference Service for United Nations Publications in an Academic Library," Alfred Kagan discusses problems affecting access to United Nations documents. (MES)

DOCUMENT RESUME

ED 300 010 IR 052 461

IFLA General Conference, 1987. Division of Special Libraries. Geography and Map Libraries Section. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 29p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (53rd, Brighton, England, August 16-21, 1987).
LANGUAGE- English; French
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
DESCRIPTORS- Academic Libraries; Cartography; Developed Nations; Developing Nations; Foreign Countries; *Geography; Global Approach *Graphic Arts; Higher Education; *Library Automation; Library Services; *Maps; *Online Systems; *Special Libraries; Technological Advancement; Trend Analysis
IDENTIFIERS- University of Illinois

The four papers in this collection report on geography and map libraries: (1) "Changing Patterns of Map Availability" (C. R. Perkins and R. B. Parry, United Kingdom), which presents the results of a three year survey into the state of world mapping, a discussion of the implications of changing patterns of map availability for map library acquisitions, an evaluation of worldwide availability of conventionally published mapping, and a statement of conclusions regarding this availability; (2) "L'automatisation au Departement des Cartes et Plans de la Bibliotheque nationale (Automation in the Department of Charts and Maps in the National Library)" (Pierre-Yves Duchemin, France), which appears only in the original French; (3) "Online Bibliographic and Circulation Systems: The Illinois Example" (David Cobb, United States), which discusses the recataloging project of the University of Illinois Map and Geography Library, supported by a Title II-C grant; and (4) "CARTO-NET: Graphic Retrieval and Management in an Automated Map Library" (Barbara Morris, United Kingdom), which provides descriptions of CARTO-NET, a fully functioning, automated map cataloging and retrieval system, and a study of the feasibility of setting up a cooperative map cataloging network. (CGD)

DOCUMENT RESUME

ED 300 026 IR 052 523

Elsesser, Lionelle
Patient Education. CE 636. Second Edition.
Medical Library Association, Chicago, Ill.
PUB DATE- 82
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Costs; Course Descriptions; Course Objectives; *Educational Planning; *Hospital Libraries; Legal Responsibility; Library Planning; *Library Role; Media Selection; *Patient Education; Professional Continuing Education; Student Characteristics; Teaching Methods

This course text outlines the objectives and content for a professional continuing education course on patient education for the hospital librarian. Topics covered include: (1) definition of terms; (2) national studies and surveys; (3) compliance issues; (4) patient/learner motivation; (5) elements of a successful program; (6) role definition; (7) legal mandates; (8) the concept of informed consent; (9) current awareness resources; (10) learner characteristics; (11) pedagogy versus andragogy; (12) physical considerations of learners; (13) examples of health education programs; (14) librarian roles; (15) wellness and self-care programs; (16) planning models; (17) needs assessment; (18) goal setting; (19) selection of methodologies; (20) program delivery; (21) evaluation; (22) costs and reimbursement; (23) library cost considerations; (24) materials selection; (25) organization and control of materials; and (26) copyright concerns and acquisition. References and recommended readings are listed at the end of each chapter. (MES)

DOCUMENT RESUME

ED 300 041 JC 880 430

Kazlauskas, Diane W.
Community Colleges in Florida: A Comparison of Library Resources.
PUB DATE- Aug 88
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Libraries; Community Colleges; Comparative Analysis; Enrollment; *Library Collections; *Library Expenditures; Library Materials; Library Personnel; *Library Statistics; State Surveys; Two Year Colleges
IDENTIFIERS- *Florida
A survey was conducted to examine staffing, budgets, and collection size at the libraries of Florida's 28 community colleges. Though the survey achieved a 100% response rate, not every college responded to all questions. Inconsistencies in the ways in which and the periods for which data were collected made comparisons difficult. These limitations not withstanding, findings included the following: (1) enrollment ranged from 302 at Florida Keys Community College to 34,365 at Miami-Dade Community College (MDCC); (2) MDCC reported a 99-member library staff, including 35 librarians; (3) book budgets ranged from $9,584 at Lake City Community College to $128,580 at Pensacola Junior College, with three colleges reporting book budgets of over $100,000; (4) book holdings ranged from 6,500 at Daytona Beach Community College to 340,283 for all MDCC campuses; (5) the number of periodical subscriptions ranged from 165 at North Florida Junior College to 2,343 at MDCC; (6) Edison Community College seemed to have the most library resources of any single-campus college; and (7) though data were not standardized, 11 of the college libraries had below 11.4 books in their collection per enrolled student. A 12-item bibliography and appendixes detailing survey responses are provided. (AJL)

DOCUMENT RESUME

ED 300 055 JC 880 465

Churchill, Edgar; Smith, Boyd
A Project Approach to Teaching Aquaculture and Entrepreneurial Skills in the Cage Culture of Salmonids Program at the Marine Institute.
Marine Inst., St. John's (Newfoundland).
PUB DATE- 28 Jan 88
NOTE- 31p.; Submission to the Association of Canadian Community Colleges' 1988 Innovations in Teaching Awards.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Education; *Curriculum Enrichment; Economic Development; Foreign Countries; Government School Relationship; *Marine Education; Program Descriptions; School Business Relationship; Technical Education; Two Year Colleges
Between September and December 1986, the Marine Institute in Newfoundland, Canada, used a "projects approach" to train aquaculture workers for 10 new salmon farms to be opened in spring 1987 by a producers' cooperative. The projects approach combined instruction in the aquaculture skills needed to operate a salmon farm and the entrepreneurial skills necessary to set up and manage a farm successfully. Every student in the program was required to prepare an acceptable business plan for his/her own farm, including a statement of purpose, a description of the business, a marketing strategy, a management plan, and complete financial projections for the first three years of operation. The inclusion of the business plan as a program requirement changed the curriculum from a traditional biology-centered model to a business-centered model. This business orientation was also stressed in a required business course, which addressed such topics as "Assessing Your Potential as an Entrepreneur," "Arranging Financing," "Maintaining Complete and Accurate Records." Other course requirements included "Aquaculture Technology," "Fish Culture," "Fish Health," and "Fish Handling." The same approach was used by the Marine Institute for its five-week "Fundamentals of Longline Mussel Culture Program" in 1987 and 1988. Course descriptions are attached. (AJL)

DOCUMENT RESUME

ED 300 069 JC 880 485

Bieber, Ted; And Others
Community Colleges and Students with Disabilities: A Directory of Services and Programs.
American Association of Community and Junior Colleges, Washington, D.C.; American Council on Education, Washington, DC. HEATH Resource Center.
PUB DATE- Oct 87
NOTE- 101p.
AVAILABLE FROM- American Association of Community and Junior Colleges (AAJC) Publications, 80 South Early St., Alexandria, VA 22304 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Ancillary School Services; Community Colleges; Emotional Disturbances; Hearing Impairments; *Learning Disabilities; Mental Retardation; National Surveys; *Physical Disabilities; *Special Education; Two Year Colleges; *Two Year College Students; Visual Impairments
In February 1987, a questionnaire was mailed to all member institutions of the American Association of Community and Junior Colleges, requesting information on services provided for students with disabilities. The survey investigated services for a wide range of disability categories, including emotionally disturbed, hearing impaired, learning disabled, mentally retarded, orthopedically handicapped, other health impaired, and visually impaired. Over 650 colleges responded to the survey, identifying an extensive range of services, including counseling, on- and/or off-campus housing, test modifications, expressive and acceptive interpreters, learning centers and learning disabled services, notetakers, career/job placement, resource teachers, special new student orientations, registration assistance, readers and scribes, tutors, transportation, and taped texts. The survey report lists each responding college, the name and telephone number of a contact person for additional information, a coded list of the disability categories served, and a coded list of specific programs, support services, and agreements with government or private agencies. An index to colleges by disability category served and the survey instrument are included. (AYC)

DOCUMENT RESUME

ED 300 083 JC 880 504

Know the Facts, Volume IV, Issues 85-9 thru 88-8.
John Tyler Community Coll., Chester, VA. Office of Institutional Research.
PUB DATE- 88
NOTE- 94p.; Sections of document printed on different colored papers.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *College Graduates; College Programs; Community Colleges; *Educational Trends; *Enrollment Trends; Followup Studies; Institutional Research; Outreach Programs; Trend Analysis; Two Year Colleges; *Two Year College Students

This compilation of 32 research briefs provides summaries of studies conducted at John Tyler Community College between 1986 and 1988. The collection provides information on: (1) student characteristics; (2) headcount enrollment by curriculum; (3) faculty characteristics (e.g., average salary, rank, tenure, and sex); (4) the employment/educational status and institutional evaluation of graduates the fall after graduation and five years later; (5) dropout attitudes and characteristics; (6) student credit hours; (7) grade distribution; (8) enrollment trends; (9) community educational needs; (10) curriculum advisory committees; (11) space utilization; (12) trends in degree awards by program; and (13) institutional characteristics. A special issue, entitled "On the Rise and Climbing toward the Year 2000," is also included. (AYC)

DOCUMENT RESUME

ED 300 097 JC 880 541

A Study of Career/Vocational Counseling in California Community Colleges. Final Report.
Evaluation and Training Inst., Los Angeles, Calif.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Nov 88
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Counseling; Community Colleges; *Counseling Effectiveness; *Counseling Services; Counselor Attitudes; Needs Assessment; Questionnaires; State Surveys; Student Attitudes; *Student Needs; Technical Assistance; Two Year Colleges; Two Year College Students; Vocational Education Teachers
IDENTIFIERS- *California

As part of a 3-year California statewide plan for vocational education, a study was conducted to assess the effectiveness of career/vocational counseling at a sample of community colleges. Letters were sent to all California community colleges requesting their participation, and surveys were mailed to the 16 institutions that expressed interest in the project. Student questionnaires requested information on career/vocational counseling needs, knowledge and use of counseling services, ratings of services, and assessment of the benefits they had received from the services. Staff questionnaires focused on awareness of specific services, ratings of their importance and quality, and assessment of the effectiveness of various aspects of career/vocational counseling. Study findings, based on responses from 2,040 vocational and nonvocational students and 221 vocational faculty, counselors, and staff, included the following: (1) 81% of the students who used career/vocational services were satisfied with those services; (2) students' greatest need was to explore careers related to their interests or skills; (3) 84% felt comfortable contacting a counselor for advice about career/vocational goals; (4) students expressed more interest in career/life planning classes than in individual counseling sessions, but they rated individual sessions as the counseling services of highest value and quality; and (5) staff tended to rate the importance of counseling services more highly than students, but students tended to rate the quality of those services more highly. A significant enhancement of the study was the addition of counselor peer consultants and business/industry consultants to assist the colleges in meeting the needs identified by students and staff. Appendixes include the survey instruments and cover letter. (AJL)

DOCUMENT RESUME

ED 300 112 PS 017 559

Chang, Agnes
The Relationship between the Learning of English and the Learning of a 'Second Language' in Pre-Schoolers.
PUB DATE- Sep 86
NOTE- 32p.; Paper presented at the IE-BVL Project Seminar (2nd, Singapore, September 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Bilingual Education; Comparative Analysis; *Difficulty Level; *Ethnic Groups; Foreign Countries; *Language Acquisition; Malay; Mandarin Chinese; *Preschool Children; Preschool Education; *Second Language Learning; Tamil
IDENTIFIERS- *Singapore
Are young children able to become competent in two languages simultaneously? In an attempt to answer this question, Singaporean Chinese, Malay, and Indian children of 3.5 through 6 years of age who attended six different types of preschool centers were grouped into age bands separated by an interval of 6 months and were given four English tests and two "second language" tests of Chinese (Mandarin), Malay, or Tamil. Language-related abilities assessed were auditory discrimination, concept of print, word knowledge, verbal fluency in English, and word knowledge and verbal fluency in the three second languages. Results are discussed in three sections comparing age and interval data, two contrasting types of preschool centers, and children in the three ethnic groups. Findings indicated that the younger preschoolers had difficulties in simultaneously learning English and a second language. Analysis of data from both private and nonprivate centers showed that the level of difficulty varied according to the degree of exposure to the languages and the socioeconomic background of the subjects. Though some indications of difficulty in the bilingual learning of English and Malay were found, they were weaker than those related to the simultaneous learning of Chinese and English. (RH)

DOCUMENT RESUME

ED 300 128 PS 017 615

Hartman, Jeanette Allison
Child's Play: A Sensory-Integrative Process.
PUB DATE- May 86
NOTE- 120p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- *Check Lists; *Childhood Needs; Early Childhood Education; Literature Reviews; Parent Role; *Play; *Psychomotor Skills; *Sensory Integration; Teacher Role; *Young Children
IDENTIFIERS- *Sensorimotor Play
In an attempt to demonstrate the direct relationship of physical play to sensory integration, this descriptive study measured fine and gross motor activities, and the repetition and duration of preferred activities among 179 children between 2 and 8 years of age who participated in 3 early childhood programs in California. Data were collected by means of videotape recordings, a sensorimotor checklist, and time samples. It was hypothesized that if children were provided ample time and a quality play curriculum, they would experience sensory integration in spontaneous play, and would seek out and repeat preferred activities. An extensive review of literature covered the topics of the ontogeny of sensory integration, sensory integration and the brain, play, quality play curriculum, sensory integration dysfunction, sensory integration therapy, sensory deprivation, sensory-perceptual-motor programs, and sensory-perceptual-motor studies. The sensorimotor checklist devised for this study included 9 fine and 13 gross motor activities and associated neuromuscular and sensory integration components. Results showed direct relationships between fine and gross motor activities and sensorimotor integration. Time samples of fine and gross motor activities showed correlations between repetition and duration. In general, children sought out and repeated preferred activities. (RH)

DOCUMENT RESUME

ED 300 143 PS 017 643

Levin, Henry M.
Accelerated Schools for At-Risk Students. CPRE Research Report Series RR-010.
Center for Policy Research in Education.
PUB DATE- Sep 88
NOTE- 42p.
GRANT- G008690011
AVAILABLE FROM- Center for Policy Research in Education, Eagleton Institute of Politics, Rutgers, The State University of New Jersey, New Brunswick, NJ 08901 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acceleration (Education); Classroom Techniques; Curriculum Design; Disadvantaged Environment; *Disadvantaged Youth; *Educational Strategies; *High Risk Students; Mastery Learning; Montessori Method; Time Management
IDENTIFIERS- Bereiter Engelmann Curriculum; Yale Child Study Center CT
This report covers characteristics of accelerated education and the applicability of accelerated education to the disadvantaged. The report reviews eight approaches to accelerated education: (1) traditional accelerated practices; (2) suggestive-accelerated learning and teaching; (3) Montessori method; (4) Bereiter-Engelmann approach; (5) Yale Child Study Center approach; (6) mastery learning; (7) Better Baby Institute approach; and (8) use effective use of time. Factors which inhibit the learning of the disadvantaged are discussed, and implications of the factors are hypothesized. An approach for curricula of accelerated schools is developed. Major assumptions underlying the organization of an accelerated school include unity of purpose among parents, teachers, and students; empowerment of key participants in the school; and use of the strengths of all available resources. Features of the accelerated school include school-based governance; a clear set of goals; pupil and school assessment; awareness of nutritional and health status of students; curriculum which places heavy emphasis on language use in all forms; instructional strategies which reinforce the curriculum; and participation of parents. A list of 65 references is included. (RJC)

DOCUMENT RESUME

ED 300 156 RC 016 716

Jaquart, Mary, Comp.; Newlin, Joe, Comp.
Rural School Source Book: Exemplary Programs, Practices and Resources for Rural Educators.
Colorado State Univ., Ft. Collins. School of Occupational and Educational Studies.; Mid-Continent Regional Educational Lab., Aurora, CO.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 193p.
CONTRACT- 400-86-0002
AVAILABLE FROM- Mid-continent Regional Educational Laboratory, 4709 Bellview Avenue, Kansas City, MO 64112 (free); a package of five disks is also available.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Resources; Organizations (Groups); Program Content; *Program Descriptions; Program Development; Resource Materials; *Rural Education; Rural Schools
This source book contains listings of resources available for educators in rural settings. This information was gathered from the states of Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota and Wyoming, by Colorado State University under contract to McREL. Practices reported involve staff development, academic planning, extra-curricular activities, curriculum, and other areas for improvement of classroom teaching and learning. Programs already in use are described. The target group, school units involved, outside consultants, number and level of students, purposes, anticipated outcomes, activities, evaluation plans and outcomes, and funding sources are listed for each program, as well as the name and address of a contact person for each. National resources for rural educators are listed. Available funding sources for rural education projects and research are given. Exemplary programs and practices included are indexed alphabetically. An annotated subject index is also provided. (DHP)

DOCUMENT RESUME

ED 300 169 RC 016 780

Andreoni, Helen; Ozolins, Uldis
Three Language Policy Statements: Two Evaluations. NACCME Commissioned Research Paper No. 1.
National Advisory and Co-ordinating Committee on Multicultural Education, Woden (Australia).
PUB DATE- Sep 85
NOTE- 34p.; For related document, see ED 286 259. Contains some light broken type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bilingual Education; Cultural Pluralism; *Educational Policy; Elementary Secondary Education; Foreign Countries; Multicultural Education; *Opinion Papers; *Second Language Learning
IDENTIFIERS- *Australia
On behalf of a national committee advising the Australian Minister of Education, two consultants prepared separate evaluations of language policy statements from the states of Victoria, South Australia, and Queensland. The three statements all support the teaching of languages other than English (LOTEs) in the public school system, but differ widely in frame of reference, target audience, program objectives, priorities, and level of commitment. Both papers agree that Victoria most strongly supports LOTE programs, presenting a policy which is substantial in its content, clarity of thinking, and implementation strategies. The Victoria statement expresses a genuine commitment to a multicultural policy which encompasses not only language experience and learning, but also first-language maintenance and the affirmation of cultural identity through language learning. Queensland has not fully resolved the immense struggles of the last decade about the issues of language teaching, community languages, and ethnic identity. The Queensland document, produced by a task force within the multicultural education apparatus rather than the Education Department, appears to be talking to the power brokers of the education system, attempting to obtain some recognition for multicultural education, thus far denied at the highest levels. The South Australia statement makes no firm commitment to increasing resources and support, but couches its recommendations in cloudy rhetoric. (SV)

ED 299 801 FL 017 562

James, Charles J.
The Immediate Recall Protocol as an Elicitation Technique in the Listening Modality of University-Level Students of German.
Wisconsin Univ., Madison. School of Education.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Aug 87

NOTE- 31p.; Paper presented at the World Conference of Applied Linguistics (8th, Sydney, New South Wales, Australia, August 16-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Comparative Analysis; Dialogs (Language); *German; Higher Education; Introductory Courses; *Listening Comprehension; News Media; *Retention (Psychology); Second Language Learning; *Short Term Memory; Songs

A study investigated the immediate recall protocol as a means of determining what second language learners retain of a spoken text. Three factors in comprehension were considered: topic familiarity, topic accessibility, and topic structure. A dialogue, a news broadcast, and a popular song were all presented to groups of beginning-level students of German, who were then asked to write down, in English, all they could remember of the texts. Students were then asked to listen to and report on any one of the texts again. Two groups had no prior information about the texts, and two groups had varying amounts of printed information about them. Results show that increasing amounts of information produced statistically significant differences in student performance. It is concluded from these findings that: (1) students should be encouraged to listen to the full text and not interrupt the listening process, (2) the protocol is useful as a measure of text comprehensibility, and (3) comprehension increases with the appropriateness of the task presented. (MSE)

ED 299 898 HE 021 867

A Proposal for Program Assessment at Kean College of New Jersey. Final Report of the Presidential Task Force on Student Learning and Development.
Kean Coll. of New Jersey, Union.
PUB DATE- May 86
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Assessment; Evaluation Criteria; *Evaluation Methods; Higher Education; National Surveys; Policy Formation; *Program Evaluation; Public Colleges; *School Policy; *Student Evaluation
IDENTIFIERS- *College Outcomes Assessment; *Kean College of New Jersey

In response to a request from its president, an institutional task force at Kean College of New Jersey studied approaches to program assessment used at other colleges, identified the measurement approaches being used at Kean College, and made policy recommendations for implementing an assessment program at the college. A major finding was that no single approach to assessment commands universal acceptance, but each institution conceives of assessment in ways it considers best suited to its unique needs and circumstances. The task force's final recommendations, derived from subcommittee reports, are presented in two groups. The first, designated as assessment guidelines, proposes several substantive principles to guide the assessment of learning at the college. The second group, designated as assessment adminstration, identifies specific actions to be taken to initiate and administer the college's assessment program. Appended materials include a statement of principles of the task force and a list of task force participants. (MSE)

ED 299 951 IR 013 464

Simmons, Peter, Ed.; Hopkinson, Alan, Ed.
CCF: The Common Communication Format. Second Edition.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-88/WS/2
PUB DATE- 88
NOTE- 190p.; For the 1984 edition, see ED 246 909.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bibliographic Databases; *Bibliographic Records; Bibliographic Utilities; *Computer Networks; Information Networks; *Machine Readable Cataloging; Online Systems; Organizational Communication; *Specifications; Standards; *Systems Development
IDENTIFIERS- *Common Communication Format
This report provides the specifications for a bibliographic format which is a detailed and structured method for recording a number of mandatory and optional data elements in a computer-readable bibliographic record for exchange purposes between two or more computer-based systems. The specifications are designed to permit local designers to devise local procedures and computer programs so that files can be exchanged in either direction with other organizations that may use the Common Communication Format. Differing in only minor ways from the first edition, this second edition is divided into six parts: (1) Introduction, which explains the history of and rationale for the format; (2) Use of the Format; (3) Data Elements; (4) Codes Used in the Data Elements; (5) Examples of Complete Records; and (6) Indexes. The last section contains a list of the data elements and their tags as well as a subject index. (EW)

ED 299 966 IR 013 481

Clancey, William J.
Review of Winograd and Flores' "Understanding Computers and Cognition": A Favorable Interpretation. ONR Technical Report #21.
Stanford Univ., Calif. Dept. of Computer Science.
SPONS. AGENCY- Josiah Macy, Jr. Foundation, New York, N.Y.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- STAN-CS-87-1173
PUB DATE- Jul 86
NOTE- 27p.; For related reports, see IR 013 477-480.
CONTRACT- N00014-85K-0305
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Artificial Intelligence; Behavior Theories; Book Reviews; *Cognitive Processes; *Computer Software; *Intelligence; *Mediation Theory; Models; *Programing
IDENTIFIERS- *Knowledge Representation
Artificial Intelligence researchers and cognitive scientists commonly believe that thinking involves manipulating representations. Thinking involves search, inference, and making choices. This is how we model reasoning and what goes on in the brain is similar. Winograd and Flores present a radically different view, claiming that our knowledge is not represented in the brain at all, but rather consists of an unformalized shared background, from which we articulate representations in order to cope with new situations. In contrast, computer programs contain only pre-selected objects and properties, and there is no basis for moving beyond this initial formalization when breakdown occurs. Winograd and Flores provide convincing arguments with examples familiar to most artificial intelligence researchers. However, they significantly understate the role of representation in mediating intelligent behavior, specifically in the process of reflection, when representations are generated prior to physical action. Furthermore, they do not consider the practical benefits of expert systems and the extent of what can be accomplished. Nevertheless, the book is crisp and stimulating, and should make artificial intelligence researchers more cautious about what they are doing, more aware of the nature of formalization, and more open to alternative views. (15 references) (Author)

ED 299 983 IR 052 431

Bowden, Russell
Harmonization of Education and Training Programmes for Library, Information and Archival Personnel.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 35p.; Paper presented at the International Federation of Library Associations (IFLA) Pre-Session Seminar on International Colloquium on Education and Training of Library, Information and Archival Personnel (London, England, August 10-14, 1987). For a related paper, see IR 052 432.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Archives; Developing Nations; Documentation; Foreign Countries; *Information Science; Information Technology; Library Administration; *Library Education; *Library Science; Professional Continuing Education; School Libraries; Technological Advancement; Users (Information); Use Studies; Workshops
IDENTIFIERS- *Harmonization
This state-of-the-art report presents the current IFLA position on library education and training and describes some of the experiences that occurred from 1980 to 1987 on which this position is based. These are: (1) IFLA-Unesco (United Nations Educational, Scientific, and Cultural Organization) pre-conference seminars held in Manila (1980), Montreal (1982), and Nairobi (1984); (2) tri-partite meetings of the FID (Federation Internationale de Documentation), ICA (International Council for Archives), and IFLA which examined the common teaching of management (Vienna, 1983, Varna, Bulgaria, 1985, and Vienna, 1986); (3) an advanced workshop organized by the European Cultural Foundation in Luxembourg (1984) to assess the impact of new information technology on library management, resources, and cooperation in Europe and North America; (4) a Unesco organized conference which produced an action plan (complete copy included) in Paris (1984); (5) guidelines produced by the British Library Association for harmonizing qualifications within Commission countries (1985); and (6) the production of a list of documents relevant to education for archivists which was produced by the RAMP project of Unesco in Paris (1986). Nine appendixes include main recommendations, resolutions, manifestos, and reports that emerged from the above mentioned seminars and meetings. (CGD)

ED 300 027 IR 052 524

Bradley, Jana; Biss, Judi
Writing for Publication. CE 653.
Medical Library Association, Chicago, Ill.
PUB DATE- 79
NOTE- 97p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Books; Course Descriptions; Course Objectives; Editing; Guidelines; Medical Associations; Professional Continuing Education; *Publishing Industry; *Writing for Publication
IDENTIFIERS- Journal Articles
This course guide outlines objectives and content for a professional continuing education course on writing for publication. The first of two parts covers writing and publishing journal articles, while the second part addresses topics related to publishing a book manuscript: (1) approaching the publisher; (2) evaluating proposals; (3) negotiating contracts; (4) preparing the final manuscript; (5) processing the manuscript; (6) the production process; and (7) marketing the finished book. Six appendixes contain a table of proofreaders' marks, guidelines for publication in the Bulletin of the American Medical Association, an author proposal form, Medical Library Association guidelines for authors of monographs, a sample contract, and a sample permission letter. (23 references) (MES)

ED 300 042 JC 880 432

The Role of Florida Community Colleges in Articulation. Articulation Study by the Florida State Board of Community Colleges' Task Force on Articulation.
Florida State Dept. of Education, Tallahassee. Div. of Community Colleges.
PUB DATE- Sep 88
NOTE- 133p.; Some pages of appendixes contain small, light type.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affirmative Action; *Articulation (Education); College Admission; *College Transfer Students; *Community Colleges; Degrees (Academic); *Intercollegiate Cooperation; National Surveys; State Programs; Two Year Colleges
IDENTIFIERS- *Florida

In May 1987, the Florida State Board of Community Colleges authorized the formation of a task force to study articulation processes, programs, and activities currently in place; to identify current and potential problem areas; and to recommend further studies and the appropriate agencies to conduct them. Drawing from existing data and the findings of a national survey of state articulation systems, the task force concluded that Florida's articulation system is unique in the United States, due to a consciously created structure of higher education that incorporates community colleges as the primary providers of freshman/sophomore education and anticipates the movement of students among colleges and universities as the norm rather than the exception. From relatively simple beginnings, the present-day articulation process has become a formalized system of statutes, rules, agreements, and activities. The success of the Florida model is demonstrated by enrollment and student performance data showing high rates of transfer and academic success. The articulation system involves: (1) admissions components, including minimum requirements, entry testing, college/vocational preparatory instruction, feedback of performance data between institutions, and articulated acceleration mechanisms; (2) transfer of credit/program articulation features, including common transcripts and course numbering, the College-Level Academic Skills Test, limited access programs, foreign language requirements, transfer agreements for particular degrees, and the registration process; and (3) student services, including programs to improve minority student access, student financial aid, and counseling. Drawing from study findings, the task force developed 16 recommendations to improve the system. (EJV)

ED 300 084 JC 880 505

Allen, Marcia T.
Report on Job Placement and External Transfer of 1987 Graduates.
Community Coll. of Rhode Island, Warwick.

PUB DATE- 88
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; *College Transfer Students; Community Colleges; Employment Patterns; Followup Studies; Graduate Surveys; *Job Placement; *Outcomes of Education; Salaries; *Student Placement; Two Year Colleges; Two Year College Students; Vocational Followup

Between December 1987 and March 1988, a study was conducted at the Community College of Rhode Island (CCRI) to determine the employment and educational status of students who graduated from the college in 1987. The study used mail and telephone surveys and obtained an 89.5% response rate from the 371 CCRI graduates. Study findings included the following: (1) 48.2% of the graduates were employed full time and not attending school, 13.1% were employed full time and attending school part time, 10.3% were employed part time and not attending school, 2.4% were unavailable for employment, 2.8% were unemployed and searching for employment, 9% were continuing their education full time, and 14.2% were attending school full time and working part-time; (2) average salaries for those working full time were $14,934 in 1985, $17,110 in 1986, and $18,502 in 1987; (3) average annual salaries ranged from a high of $23,942 for fire science graduates to a low of $13,151 for fine arts graduates; (4) 71.3% of the graduates were employed on a career basis, and 28.7% on a temporary basis; and (5) 39.2% of the graduates who transferred to a four-year institution were attending Rhode Island College. For each CCRI program of study, the report presents the number of 1987 graduates, their educational/employment status, average salary of graduates working in their field, and lists of the graduates' employers and transfer institutions. The survey instrument is included. (AYC)

ED 300 113 PS 017 578

Kerslake, Jacqui; And Others
Childcare Workers: Qualifications and Training. Research Report Series No. 46.
New Zealand Dept. of Education, Wellington.
PUB DATE- Apr 87
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Caregivers; *Day Care Centers; Educational Planning; *Family Day Care; Foreign Countries; Tables (Data); *Teacher Attitudes; *Teacher Characteristics; Teacher Education
IDENTIFIERS- *New Zealand; *Program Characteristics
A survey of child care centers and employees in New Zealand was made to provide a statistical profile of child care for future planning, and determine: (1) who is working in child care; (2) the background, experience, and qualifications of employees; (3) what knowledge, skills, and experiences are needed by child care workers to meet the demands of their jobs and should therefore be incorporated into training for certification; and (4) what delivery systems would be most suitable to enable individuals to obtain training. Data obtained from the child care centers' and workers' questionnaires are presented and discussed. An introductory chapter briefly outlines the background of the study. Chapter 2 details the research methodology used. Chapter 3 describes the characteristics of the child care centers and workers. Desired training opportunities are discussed in chapter 4, and chapter 5 presents respondents' views on what should be included in child care workers' training. Chapter 6 covers methods of obtaining training. The final chapter attempts to draw together the main findings, provides profiles of centers and child care workers, and discusses the demand for training, training content, and training methods. Major findings are summarized at the end of each chapter. Tabulated data are provided in the 31 appendixes. (RH)

ED 300 129 PS 017 616

Wise, Beth S.; Shaver, Judy C.
Early Childhood Education for Today and Tomorrow: Training Teacher Educators.
PUB DATE- 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Child Caregivers; Early Childhood Education; *Intervention; *Kindergarten Children; Preschool Children; *Professional Development; *Program Development; *Teacher Education; Tutorial Programs
This paper presents a brief overview of research relevant to early childhood education, reviews some recent intervention programs for preschool and kindergarten children, and investigates the need for policymakers to establish programs based on research findings. Particular attention is given to an intervention research study conducted with at-risk students in four kindergarten classes of two elementary schools. Children were provided with opportunities to interact with adult tutors who were trained to read stories and develop children's language and concepts. Concluding remarks, which cover recommendations of the National Association for the Education of Young Children, concern several avenues for professional training of child care workers. It is argued that there is a need for teacher educators to work closely with secondary schools and vocational schools in an effort to establish clear-cut guidelines for consistent standards and training requirements for those who work with young children. (Twenty-four references are listed.) (RH)

ED 300 144 PS 017 646

Zeece, Pauline Davey; Fuqua, Robert W.
Child Care Workers' Perceptions of Their Occupational Worth.
PUB DATE- 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Development; *Child Caregivers; *Compensation (Remuneration); *Day Care; Early Childhood Education; *Family Day Care; *Professional Recognition; *Teacher Attitudes; Teacher Education

A total of 360 child care workers from licensed facilities were surveyed regarding their perceptions of the occupational worth of various child care jobs. Respondents were family and group day care providers, and day care center, Head Start, and nursery school teachers. Overall, these child care workers differed in the ways they perceived what various members of their occupation deserve in relation to job pay and status. These perceptions were not biased in favor of their own jobs. Respondents agreed that society affords nursery school teachers the highest pay and job status. They did not agree that nursery school teachers' actual contributions to society were greater than those of other child care workers. Child care workers reported being professionals when they were asked directly, yet they reported a no-job status on career profile patterns. Implications for career development and training of child care workers are discussed. Approximately 40 references are cited. (Author/RH)

ED 300 157 RC 016 719

Callahan, Christine
Women in Prison: Does the Justice System Do Them Justice? Report on a Leadership Seminar Sponsored by the Alaska Women's Commission (Juneau, Alaska, March 8, 1986).
Alaska Women's Commission, Anchorage.
PUB DATE- Jun 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; *Correctional Education; *Correctional Institutions; Correctional Rehabilitation; *Females; *Prisoners; Vocational Rehabilitation; Womens Education
IDENTIFIERS- *Alaska
This report is based on presentations by Dr. T. A. Ryan, director of criminal justice planning at the University of South Carolina and Susan Humphrey-Barnett, director of statewide programs for Alaska Department of Corrections. The document gives historical background of correctional systems and their treatment of women from the 18th century to the 1980s. The report also profiles the female-offender population and records changes from the 1970s to the early 1980s. While the national crime rate has been increasing, the proportion of adult females in the total offender population has remained at about 4%. Historically, women in prison have been less educated than women in the general population. From 1975 to 1983, more than half the women in prison had less than a high school education. The percentage of adult female offenders with some college education decreased during the same period. The educational level of Alaska's female offenders was higher than that of the same population nationwide. Nationally, 11% of the female offender population was enrolled in Adult Basic Education (ABE) programs in 1983, while Alaska reported 5% of its population being enrolled. Nine percent of the women nationally were enrolled in General Education Development (GED) programs; Alaska's figure was 16%. Other statistics involve: prisoners' average age, ethnicity, family status, crime classification, vocational training, postsecondary education levels, access to prison industries, testing and counseling, and child care. The document predicts and encourages changes in women's correctional systems in keeping with

changes in the general population. The seminar agenda and 11 references are appended. (TES)

ED 300 170 RC 016 781

Skelton, Kathy
Development of Curriculum Strategies for Schools in Multicultural Education. NACCME Commissioned Research Paper No. 2.
National Advisory and Co-ordinating Committee on Multicultural Education, Woden (Australia).
PUB DATE- 85
NOTE- 29p.; For related document, see ED 286 259.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Awareness; Cultural Pluralism; *Curriculum Development; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Multicultural Education; *School Policy; Social Bias; Values Education
IDENTIFIERS- *Australia

This paper explores, in an Australian context, effective multicultural curriculum strategies which can be developed at the school level. Many factors which impinge upon curriculum development and outcomes are beyond the control of individual schools, including state multicultural education policy and its relationship to more general curriculum policy, funding procedures, the narrow orientation of some teacher education, school staffing policies, and competing social education goals. Most educators agree that multicultural education should promote tolerance and intercultural understanding. However, teaching about "different cultures" can still leave students blind to society's inequalities and how they are perpetuated. Fundamentals of good multicultural education include attention to (1) the community's social composition and climate; (2) quality English language teaching; (3) compulsory learning of a language other than English; (4) incorporation of multicultural perspectives into existing school subjects; (5) students' personal development; (6) involvement of all parents; (7) use of bias-free instructional materials and resources; and (8) avoidance of cultural misunderstanding or racism in the treatment of minority students and staff. School policymakers should welcome input from staff, parents, and students, use information on the school community, understand the school as an organization, work through the existing curriculum to develop multicultural perspectives, and realize the importance of teaching methods and classroom interactions. Documentation and dissemination of successful programs is vital. 8 references. (SV)

ED 299 787 EC 211 066

Covert, Angela M., Ed.; Fredericks, H. D. Bud, Ed.
Transition for Persons with Deaf-Blindness and Other Profound Handicaps: State of the Art. Papers from the National Conference on the Transition of Profoundly/Multiply Handicapped Deaf-Blind Youth (Washington, D.C., April 7-10, 1986).
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.; Special Education Programs (ED/OSERS), Washington, DC.
REPORT NO.- ISBN-0-944232-00-0
PUB DATE- 87
NOTE- 163p.; For individual papers grouped by section, see EC 211 067-071.
GRANT- G0084C3001; G0084C3002
AVAILABLE FROM- Teaching Research Publications, 345 North Monmouth Ave., Monmouth, OR 97361 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Community Programs; *Deaf Blind; Deinstitutionalization (of Disabled); Delivery Systems; *Group Homes; Leisure Time; *Multiple Disabilities; Physical Health; *Recreational Activities; Residential Programs; *Severe Disabilities; Social Integration; *Transitional Programs
IDENTIFIERS- Psychosocial Factors; *Supported Competitive Employment

This conference report focuses upon transition issues for those individuals with profound multiple-sensory impairments. It contains presentations, reactions, and syntheses of discussions by working groups. The keynote address, by H. D. Bud Fredericks, is titled "Those with Profound Handicaps: Who Are They? How Can They Be Served?." Section I begins with a paper by Lyle Romer titled "Community-based Residential Options for Persons with Severe/Multiple Disabilities: Impact of Services on People's Lifestyles," followed by responses by George Singer and Stephen Barrett. Section II opens with a paper by Paul Wehman and Janet Hill, titled "Supported Competitive Employment for Persons Labeled Severely and Profoundly Mentally Retarded: Impact of Wages and Integration," with responses by Kevin Lessard and Nancy Norman. A section on the health and psychosocial aspects of transition contains a paper by Sharon Hostler called "Youth with Profound Multiple Handicaps of Deaf-Blindness: Health Issues in Their Transition," accompanied by responses by Mary O'Donnell and Hank Bersani, Jr. The final section includes "Recreation and Leisure: Practices in Educational Programs Which Hold Promise for Adult Service Models" by Lori Goetz, along with a response by Pamela Mathy-Laikko and Terrence Dolan and a second response by Barbara Ryan. (JDD)

ED 299 816 FL 017 615

Gambell, Trevor J.
Linguistics and Literacy Teaching.
PUB DATE- Jun 88
NOTE- 19p.; Revised version of a paper presented at the World Conference of Applied Linguistics (8th, Sydney, New South Wales, Australia, August 16-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Applied Linguistics; Elementary Secondary Education; Foreign Countries; *Literacy Education; *Literary Devices; Oral Language; Pragmatics; *Reading Strategies; Sociolinguistics; *Writing Processes
Applied linguistics has made major contributions to literacy teaching in recent years, in four general areas. First, second language acquisition is becoming the model for first language literacy teaching in schools through the "whole language approach" to literacy. Second, the field of sociolinguistics has convinced educators that literacy is a social achievement and that literacy abilities are acquired by individuals only in the course of participation in socially organized activities. Third, the way in which children learn oral language is a model for all language learning, including literacy. Fourth, pragmatics and study of the functional aspects of language development have revealed that the situational and contextual demands on language delineate the linguistic requirements, which establish register and mode of discourse. These contributions are examined as they apply to the three major components of literacy--reading, writing, and response to text, especially to literature. (MSE)

ED 299 831 FL 017 643

Hamposon, S. L.
A Guide to Courseware Authoring Options in ESL/FL Instruction.
PUB DATE- 88
NOTE- 63p.
AVAILABLE FROM- Athelstan Publications, P.O. Box 8025, La Jolla, CA 92038-8025 ($4.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Authoring Aids (Programing); *Computer Assisted Instruction; *Courseware; *English (Second Language); Media Selection; Programing Languages; Second Language Instruction; Word Processing

A guide to courseware authoring aids for computer-assisted language instruction (CALIS) gives suggestions for the selection and use of programing options and provides an annotated listing of those options. Introductory sections discuss the use of computer-assisted language teaching, the selection of quality courseware, the types of authoring aids available, and the elements of authored instruction. The latter sections provide detailed, step-by-step instructions for creating an instructional unit with the CALIS author program. A product registry follows, with each entry including the vendor's name, address, and telephone number, the program title, price, a description of the program's features, computer system requirements, and the program's capability to accommodate foreign languages. Software directories and projects are also listed, the programs are indexed by languages and fonts, and a bibliography is provided. (MSE)

ED 299 845 HE 021 586

Hood: Answers in Action.
Hood Coll., Frederick, Md.
PUB DATE- Jun 88
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (14
DESCRIPTORS- Adult Education; Alumni; *College Administration; *Educational Equity (Finance); Educational Finance; Enrollment; *Equal Education; Fund Raising; Higher Education; Institutional Characteristics; *Leadership Responsibility; Minority Groups; *Private Colleges; Professional Education; Sex Fairness
IDENTIFIERS- *Hood College MD

The president of Hood College, a liberal arts college for women located in Frederick, Maryland, considers the challenges confronting American higher education and describes what one college is doing to meet them. A description of Hood College and American higher education is provided. Seven sections focus on the following: (1) matters of equity (lack of gender bias, easy transfer, male students, financing, adult continuing education, support for Hispanic students, and women in science); (2) educatio that empowers (gaining professional experience, mastering skills o social science research, citizenship responsibilities; strategies for surviving in the computer age, graduate programs tailored to community professionals, Hood students abroad, and the core curriculum); (3) new requirements in leadership (answering the cal for leadership at home and across the country, Hood alumnae in leadership roles, partnership power, lectures and advice by business leaders, student teams, the honor code, and civic responsibility); (4) the complexity of management (boosting enrollment, governance, endowment growth, the continuing role of alumnae, the living 3-year plan, achievements in fund-raising, and cutting operational costs by energy conservation); (5) Hood's answers in action (from 1893-1987); (6) Hood College in brief (statistical data on students, faculty, alumnae, undergraduate majors, graduate program, financial growth, and revenues and expenditures); and (7) major gifts and grants from 1977-1987. Trustees of Hood College are listed. (SM)

ED 299 858 HE 021 734

Ellis, Susanne D.
Employment Survey 1985. AIP Report.
American Inst. of Physics, New York, NY. Education and Employment Statistics Div.
REPORT NO.- AIR-R-282.9
PUB DATE- Dec 86
NOTE- 10p.; For the 1986 report, see HE 021 735.
AVAILABLE FROM- American Institute of Physics, 335 45th Street, New York, NY 10017-3483.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Astronomy; Bachelors Degrees; Doctoral Degrees; Doctoral Dissertations; Employers; *Employment Patterns; *Graduat Surveys; Higher Education; Individual Characteristics; *Labor Market; Masters Degrees; National Surveys; *Physics; Postdoctoral Education; Salaries; Specialization; Unemployment
Results of the American Institute of Physics' 1985 annual employment survey in physics and astronomy are presented in table form accompanied by narrative analysis. Information includes: time spent by 1984-85 physics degree recipients in securing employment, by degree level; changes in occupational status of physics and astronomy degree recipients between the summer of 1985 and the following winter; occupational status of experimental and theoretical physicists by type of dissertation research; characteristics of postdoctoral and full-time employed physics and astronomy doctorate recipients; employment status of 1984-85 doctoral physicists 6-18 months after graduation; employment with potential permanence accepted by 1984-85 doctorate recipients; median monthly salaries of new doctoral level physicists and astronomers in January 1986; characteristics of 1984-85 physics master's and bachelor's recipients related to the type of employment secured; median monthly salaries of new physics master's and bachelor's recipients, January 1986; and employment of 1984-85 astronomy bachelor's recipients. (MSE)

ED 299 871 HE 021 754

Gunesekera, Manique
The Foreign Teaching Assistant and the Office Hour.
PUB DATE- Mar 88
NOTE- 15p.; Paper presented at the Annual Conference of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; *English (Second Language); *Foreign Students; Higher Education; Intercultural Communication; Interpersonal Communication; Questionnaires; *Student Attitudes; *Teacher Student Relationship; *Teaching Assistants
A survey was conducted among two groups of undergraduates concerning expectations and attitudes about foreign teaching assistants and consulting teaching assistants during office hours. Two questionnaires were administered by foreign teaching assistants to linguistics and math students during the first and last week of classes, and 54 responses were analyzed. Half of the students showed negative attitudes in their expectations of foreign teaching assistants. Nearly half (48%) did not answer a question eliciting negative comments about their teaching assistants, a result which may be due to teaching assistant involvement in administration of the questionnaires. Large percentages of students in both subjects reported consulting teaching assistants regarding technical problems in assignments. Both questionnaires are appended. Contains 6 references. (KM)

ED 299 885 HE 021 806

Eagle, Eva; And Others
A Descriptive Summary of 1980 High School Sophomores: Six Years Later. High School and Beyond. Analysis Report.
MPR Associates, Berkeley, CA.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-88-405
PUB DATE- Jun 88
NOTE- 131p.; For a related document on 1980 high school seniors, see HE 021 807. Data series HSB-80/86-2.0.
CONTRACT- 300-85-0206
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($7.00--Stock No. 065-000-00339-2).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Citizen Participation; *Educational Attainment; Educational Benefits; Employment; Followup Studies; Higher Education; High School Graduates; *High School Students; *Longitudinal Studies; Marital Status; National Surveys; *Outcomes of Education; Salary Wage Differentials; Student Attitudes; Student Development
IDENTIFIERS- *High School and Beyond (NCES); *High School Sophomores
The activities and experiences of high school sophomores from 1980 to 1986 are reported in the fourth in a series of descriptive summaries about the 1980 sophomores based on data from the High School and Beyond survey. Detailed information on their educational attainment, work history, marital history, and attitudes and opinions is included. The information includes a diverse collection of classification variables, with analyses organized around differences by race/ethnicity and sex. Four chapters discuss the following: (1) educational experiences: (graduation from high school, enrollment in postsecondary education, and persistence in postsecondary education for 1980 sophomores who entered by 1986); (2) employment experiences (aggregate trends in employment and unemployment and employment experiences of individuals over time); (3) family formation patterns (marital patterns and parenting); and (4) attitudes and opinions (overall trends, patterns of change in attitudes and opinions, self-esteem, and attitudes about sex roles). Among the major findings are that: of the 1982 high school graduates, two-thirds had enrolled in postsecondary education by

1986; and of men and women with similar employment histories, men made higher average hourly wages. Appended are: methodology and technical notes; tables of regression coefficients and adjusted means; data for figures; and means, standard errors, and sample sizes for tables. Twenty-five tables and 18 figures are included. (SM)

ED 299 911 HE 021 897

Wratcher, Marcia A.; Jones, Rosalind O.
Designing Support Programs for Adult Freshmen: A Case Study Using a Time Management Workshop.
PUB DATE- Apr 88
NOTE- 21p.; Paper presented at the Conference on the Freshman Year Experience (April 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Adult Learning; Behavioral Objectives; Decision Making; Educational Objectives; Higher Education; Individual Needs; Models; Organization; Performance; Planning; *Time Management; *Workshops
IDENTIFIERS- University of Pittsburgh PA
A case study of the development of a time management workshop for adult learners at the University of Pittsburgh (Pennsylvania) is presented. This workshop was designed because of the lack of appropriate support programs for adult learners. Many times, programs and materials created for traditional age students are inappropriate and impossible to adapt because of the underlying theoretical base on which they were developed. They address the academic, social, and emotional development of the 18- to 22-year-old population. Adult students have very different lives, a variety of concerns, a wealth of past experience, and multiple agendas. A major problem for them is time management. The two theories that encompass much of what was prevalent throughout the literature on adult learning are Knowles' Andragogical Model and Wlodkowski's Time Continuum Model of Motivation. These models portray adult learners as goal-oriented, internally-motivated, pragmatic individuals who are less likely than traditional age students to take risks in engaging in learning activities. The Time Management Workshop at the University of Pittsburgh is designed to help participants in the exploration, definition, and decision-making processes regarding problems and issues of time management. The workshop's goals are to help students with such things as stating long-term and short-term goals, tracing patterns of procrastination, and relating general memory principles to the effective use of time. The workshop is highly interactive with student interaction and discussion making up about 80% of the activity. It has been an overwhelming success with students reporting a more realistic sense of effective time management. Contains 10 references. (SM)

ED 299 924 HE 021 918

Astin, Alexander W.; And Others
Three Presentations: From the Third National Conference on Assessment in Higher Education. (Chicago, Illinois, June 8-11, 1988).
American Association for Higher Education, Washington, D.C.
PUB DATE- 88
NOTE- 57p.; Document collected as part of the American Association for Higher Education Assessment Forum.
AVAILABLE FROM- AAHE Assessment Forum, American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Educational Assessment; Higher Education; Incentives; Instructional Effectiveness; Multiple Choice Tests; *Outcomes of Education; Productivity; Role of Education; Standardized Tests; *Student Development; Testing
IDENTIFIERS- *AAHE Assessment Forum; *College Outcomes Assessment; Florida

Three presentations from the Third National Conference on Assessment in Higher Education are included. In "Assessment and Human Values: Confessions of a Reformed Number Cruncher," Alexander W. Astin, focuses on measuring education productivity, assessment lessons from the Cooperative Institutional Research Program, a talent-development model of excellence, assessment and values, multiple-choice tests, holistic methods, assessing affective outcomes, and beyond narcissism. It stresses that the key to achieving institutional transcendence is ultimately in how excellence is defined. "Assessment and Incentives: The Medium is the Message" (Linda Darling-Hammond) discusses from a teacher's point of view the following: how measurement changes behavior; incentives: a parable with lessons; the K-12 experience;, limits of standardized testing; effects of testing on teaching and learning; and policy making and assessment. Important factors are educating those who would impose hasty or inadequate methods, and insisting on intellectual honesty and educational validity. "The Assessment Movement: What Next? Who Cares?" (Robert H. McCabe) gives a community college president's views on access and standards, the public call for accountability, state initiatives in assessment, the Florida experience; and institutional assessment initiatives. The assessment movement is growing in tandem with the teaching/learning movement and can be considered an element of it. The future of assessment is in improving student development through more effective teaching and learning. (SM)

ED 299 937 HE 021 976

Marks, Joseph L.
SREB Fact Book On Higher Education 1988.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 88
NOTE- 116p.
AVAILABLE FROM- Southern Regional Education Board, 592 Tenth Street, N.W., Atlanta, GA 30318-5790 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Access to Education; College Faculty; Degrees (Academic); Educational Economics; *Educational Finance; *Enrollment Trends; Equal Education; *Higher Education; Institutional Survival; Minority Groups; National Surveys; Population Trends; State Surveys; Student Financial Aid; Teacher Salaries
IDENTIFIERS- *United States (South)
The Southern Regional Education Board (SREB) Fact Book presents th latest available information on significant national, regional, and SREB-state trends affecting higher education. Trends are presented from SREB's extensive databases on demographics, elementary/secondary education, higher education institutions and their enrollments, degrees granted, finances, student costs, financial aid, and faculty salaries. Information is also provided for the SREB states on enrollments and degrees awarded by race. Six sections focus on the following: population, education, and economy; institutions and enrollment; degrees; institutional finances; student finances; and faculty. SREB state profiles present a selection of statistics from each of the six headings, providing a convenient, at-a-glance overview of the progress and position of higher education in the region and individual SREB states. Some of the findings are as follows: over the last 10 years, full-time faculty salaries have increased faster than inflation in two-thirds of the SREB states; over the last 20 years higher education appropriations in the SREB region have increased from about 10% of state tax revenues to 16%; in the mid 1980s the number of bachelor's degrees awarded in the SREB states grew about one-half percent; and the high school graduation rate has increased during the 1980s both nationally and in the SREB states. An appendix provides SREB-state data exchange definitions of

institutional categories. A list of state postsecondary education agencies is included. Contains 67 tables. (SM)

ED 299 998 IR 052 447

IFLA General Conference, 1987. Division of Education and Research. Education and Training Section. Round Table on Continuing Professional Education. Round Table on Research in Reading. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 60p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (53rd, Brighton, England, August 16-21, 1987).
LANGUAGE- English; French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; Foreign Countries; Higher Education; *Library Associations; *Library Education; *Library Research; Open Universities; Professional Continuing Education; *Reading Research; Users (Information)
IDENTIFIERS- Harmonization
The first of 12 papers in this collection is printed both in the original language--French--and in English translation: (1) L'harmonisation de la formation: considerations theoriques et pratiques = Harmonization of Education and Training: Theory and Practice" (Yves Courrier); other papers include (2) "Information Management: A New Focus for Integration?" (Tom Wilson); (3) "Education for Public Librarianship: The Crisis and the Challenge" (Bob Usherwood); (4) "Trends in Delivery Systems for Distance Learning" (Darlene E. Weingand); (5) "Meeting and Supporting Learners' Needs in Distance Education" (Carmela Ruby); (6) "Back-up Resources for Distance Learning: Overview and Examples from the Dutch and British Open Universities" (Sheila Dale and Guus Schippers); (7) "Research on Library Users" (Helena Kolarova-Palkova); (8) "Social Motivation in Reading" (Jadwiga Kolodziejska); (9) "Bibliopsychological Dimensions of the Reading Experience" (Sylva Simsova); (10) "W(h)ither Research?" (Clifford Harris); (11) "Promoting Research through Library Associations" (Robert Wedgeworth); and (12) "Distance Learning in Library and Information Science Education--The British Example" (P. Havard-Williams). (MES)

ED 300 011 IR 052 462

IFLA General Conference, 1987. Division of Special Libraries. Science and Technology Libraries Section. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 37p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (53rd, Brighton, England, August 16-21, 1987).
LANGUAGE- English; German
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computers; Copyrights; Delivery Systems; Developed Nations; Electronic Publishing; Foreign Countries; *Human Factors Engineering; Information Networks; Information Retrieval; Management Information Systems; Optical Data Disks; *Scientific and Technical Information; Serials; *Special Libraries; *Technological Advancement; Telecommunications; *User Needs (Information)

The six papers in this collection focus on science and technology libraries: (1) "Human Aspects of Electronically-Stored Information: The Library User" (A. J. Meadows, United Kingdom); (2) "Untersuchung Menschlicher Aspekte bei den Elektronisch Gespeicherten Informationen: Ansichten des Leiters eines Bibliothekskollektives = Human Aspects of Electronically Stored Information: Point of View of a Director of Library Staff" (Dieter Schmidmaier, East Germany); (3) "Human Factors and Electronically Stored Information: The Publisher's Point of View" (Christine Baldwin, United Kingdom); (4) "Adaptation im Bibliotheksbau--Gilt das auch fur Spezialbibliotheken? = Adaptation in Library Construction: Does This Also Apply to Special Libraries?" (Dieter Schmidmaier, East Germany); (5) "ADONIS: The Experience to Date" (Barrie Stern, the Netherlands); and (6) "ADONIS: The View of the Users" (David Bradbury, United Kingdom). The last two papers were delivered at a joint meeting of the Section of Science and Technology Libraries and the Section of Serial Publications. (CGD)

ED 300 056 JC 880 467

Anderson, Ernest F.; Polillo, Patricia J.
Two-Year Comparison of Transfer and Native Student Progress, University of Illinois at Chicago, Fall 1984 Group. Research Memorandum 88-5.
Illinois Univ., Chicago. Office of School and Coll. Relations.
PUB DATE- Jul 88
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Persistence; College Graduates; *College Students; *College Transfer Students; Community Colleges; Comparative Analysis; Enrollment; Grade Point Average; Higher Education; State Universities; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Nontransfer Students; *University of Illinois Chicago
A study was conducted to compare the academic progress of two-year college transfers, senior college transfers, and continuing sophomores and juniors (native students) at the University of Illinois at Chicago (UIC) as measured by mean grade point average (GPA), academic status, graduation, and continued enrollment through two years after transfer. Study findings, based on data on 1,445 community college transfers, 1,201 transfers from senior colleges, and 1,331 native students, included the following: (1) in 1986, 43% of the transfer students and 80% of the native students were continuing on clear or probationary status or had graduated from UIC; (2) 6% of the community college transfers and 10% of the senior college transfers graduated within two years after entering UIC; (3) the community college transfers entered UIC with a mean pre-transfer GPA of 3.87, compared to mean GPA's of 3.67 for the senior college transfers and 3.66 for the native students; (4) both two- and four-year college transfers experienced reductions in GPA after their first term at UIC, and the community college group never recovered their pre-transfer GPA; and (5) by the end of the second year after transfer, 29% of the community college transfers and 22% of the senior college transfers had been dropped or left while on probation. (AJL)

ED 300 070 JC 880 486

Technical Education Placement Report, Fiscal Year 1987.
Ohio Board of Regents, Columbus.
PUB DATE- 15 Jul 88
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; Employment Patterns; *Job Placement; *Outcomes of Education; State Surveys; *Technical Education; Two Year Colleges; Two Year College Students; Vocational Followup
IDENTIFIERS- *Ohio

Each year, the Ohio Board of Regents requests all 46 state-assisted college and university campuses offering technical associate degree programs to provide information on degrees awarded by program and to survey recent graduates concerning their employment status and the relationship between their job and their field of study. Between summer 1986 and spring 1987, the colleges awarded 12,221 technical associate degrees in business, engineering and industrial technology, health technologies, agriculture and natural resources, and public services. The colleges were requested to survey their graduates two months after graduation, and to conduct follow-up surveys of non-respondents as necessary. Study findings, based on a statewide response rate of 84.9%, included the following: (1) community colleges accounted for 33.3% of the total degrees awarded, technical colleges for 39.2%, and urban technical centers for 17.2%; (2) 41.3% of the degrees were awarded to business majors, 20.7% to engineering technologies graduates, 27.3% to health technologies graduates, 3.1% to agriculture and natural resources majors, and 7.6% to public services graduates; (3) of the 10,381 respondents, 9.9% were continuing their education and were unavailable for employment; (4) of the 9,070 graduates who entered the labor market upon graduation, 94.3% found employment and 82.1% found jobs related to their training; and (5) the placement rate for agriculture and natural resources graduates increased from 90.9% in 1986 to 93.4% in 1987. The study report analyzes placement findings by program. (AYC)

ED 300 098 JC 880 546

Stoyanoff, Edward M.
Report Analyzing Data Collected in a Survey of News Media Coverage o
Kishwaukee College.
Kishwaukee Coll., Malta, Ill.
PUB DATE- 10 Sep 87
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Institutional Advancement; Media
Adaptation; Media Research; *Newspapers; News Reporting;
*Publicity; Two Year Colleges
IDENTIFIERS- *Press Releases
In fall 1987, the public information office at Kishwaukee College conducted a survey to determine the type and quantity of local newspaper coverage received by the college in relation to the amount of informational material the office supplied. Nine newspapers were monitored over an 8-week period to track the appearance of news stories, special events publicity, "hometown" news releases, announcements of meetings, classroom/campus features, human interest articles, personality profiles, promotional pieces, photographs, and miscellaneous items. For the same period, the office also kept track of the number of press releases sent per week to each paper, the type of article that was sent, the disposition of each release from week to week, the way the article was handled (e.g., inserted as received, condensed, or not published), and the ratio of articles published to releases submitted by type of press release. Study findings included the following: (1) the public information office produced and mailed 48 separate articles, including five photographs with captions, during the 8-week period; (2) the office mailed a combined total of 247 pieces of information, or slightly under 27.5 releases per week to the nine newspapers; (3) two newspapers, including a daily paper and a biweekly paper, used more than 75% of the releases they received; (4) the weekly newspapers used an average of 25% of the releases they received; (5) of the 95 articles about the college that were published, only 36% were edited by the newspapers before appearing in print; and (6) the papers showed a preference for publishing "hometown" releases and timely news stories, while releases which sought to promote the college's programs and services were rarely used. (AAZC)

ED 299 802 FL 017 573

ESL Instruction in the Junior High School: Curricular Guidelines and Suggestions.
Alberta Dept. of Education, Edmonton. Language Services Branch.
REPORT NO.- ISBN-0-7732-0050-9
PUB DATE- 88
NOTE- 165p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acculturation; Adolescents; *Classroom Techniques; *Cultural Awareness; Curriculum Guides; *English (Second Language); Foreign Countries; Junior High Schools; Limited English Speaking; Professional Development; *Second Language Instruction; Second Language Learning; Student Evaluation; Student Placement; *Teaching Methods
IDENTIFIERS- *Alberta; Canada; Content Area Teaching
A guide to instruction in English as a second language (ESL) in Alberta's junior high schools describes approaches and techniques to promote the language development of ESL students in all areas of the curriculum. The first section outlines the stages of cross-cultural adaptation and their implications for the classroom teacher. The second section reports on research on the characteristics of language, components of communication, and implications for second language learning. Section three addresses the particular needs of adolescent ESL students and how these needs may be met, including program options, support programs within the regular classroom, program design, content area teaching, use of paraprofessionals and volunteers, the role of support staff, and peer tutoring. The fourth section looks at assessment, evaluation, and placement techniques and reporting procedures. Instructional approaches and classroom techniques, including the effective use of equipment, are examined in the fifth section, and the final section provides suggestions for selecting resources for language and concept development and gives information on professional development opportunities and resources. Varied and substantial instructional materials and teaching suggestions are appended. (MSE)

ED 299 899 HE 021 868

Vincent, Vern C.; Dietz, Elizabeth M.

Teaching Financial Accounting via a Worksheet Approach.
PUB DATE- Aug 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- *Accounting; Classroom Research; Classroom Techniques; College Instruction; Comparative Analysis; Higher Education; *Instructional Materials; *Teaching Methods; *Theory Practice Relationship; *Worksheets

A classroom research study investigated the effectiveness of an approach to financial accounting instruction that uses worksheets to bring together the conceptual and practical aspects of the field. Students were divided into two groups, one taught by traditional lecture method and the other taught with worksheet exercises and lectures stressing theory and technique. An accounting aptitude test was administered as the pretest, and a form of the American Institute of Certified Public Accountants Achievement Test was used as a posttest. Analysis of the results suggests that since the two groups were found to be significantly different in aptitude, based on the pretest results, the final differences in groups can not be attributed to the teaching method. However, the instructor's personal observations were that the worksheets had distinct advantages, enabling students to review the first semester of accounting while incorporating partnerships into the accounting cycle, promoting comprehension of corporate equity, clearly delineating certain important accounting distinctions, teaching the concept of bonds payable in a more visual manner, and aiding in the synthesis of information. The worksheet approach, which simulates audit work, proved to be an exciting new way to teach partnership and corporate accounting. (MSE)

ED 299 952 IR 013 465

Gattiker, Urs E.
Computer Training and Time Efficiency: Assessing Ability and Gender Effects on Learning.
Lethbridge Univ. (Alberta).

SPONS. AGENCY- Canadian Social Science and Humanities Research Council, Ottawa (Ontario).
PUB DATE- 88
NOTE- 40p.; Support for the project also provided by the Priority Employment Program.
CONTRACT- 492-85-1022
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; *College Students; *Computer Literacy; Decision Making Skills; *Drills (Practice); Higher Education; Instructional Effectiveness; *Low Achievement; Multiple Regression Analysis; Problem Solving; Programing; *Sex Differences; Skill Development; Teaching Methods; Time Factors (Learning); *Transfer of Training

This study examines the effects of academic ability (in average and lower ability students), gender, and teaching methods on students' acquisition of computer skills. Subjects were 247 college students who had completed a computer course using intelligent workstations in any one of six consecutive semesters. A combination of lecture and hands-on computer practice, the course was designed to teach generalized problem-solving and decision-making skills applicable to a number of settings. Multiple regression was used to determine the significance of factors and the magnitude of effect on the dependent variable in conjunction with the other variables, i.e., average academic ability as determined by the student's grade point average and grade on a previous computer literacy course. Dependent variables tested included the grades on the course, the lecture portion of the course, and the computer laboratory portion of the course. The major findings were that women, if given the opportunity to practice their skills, outperform men; and that the transfer of knowledge from a previous traditional computer course has only limited effect on performance, which can be compensated for by additional hours of practicing on the computer. The text is supplemented by four tables and six bibliographic notes. (35 references) (Author/EW)

ED 300 028 IR 052 525

Mosby, Margaret A.; Naisawald, Gretchen
Clinical Librarianship. CE 668.
Medical Library Association, Chicago, Ill.
PUB DATE- 81
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Course Descriptions; Course Objectives; *Library Planning; Library Role; *Library Services; *Medical Libraries; Professional Continuing Education; *Program Evaluation; *Referenc Services
IDENTIFIERS- *Clinical Medical Librarians; *Library Procedures
This course text outlines the objectives and content for a professional continuing education course on clinical medical librarianship. Following an introduction to the course, the history of clinical librarianship and several programs are described. The third section offers guidelines for setting goals and objectives for a clinical librarian program. Procedures for presenting a program for administrative approval are examined in the next section, and choosing a department for initial implementation is discussed in section 5. The sixth section covers the development of policies and procedures, including a list of specific items to considered in documenting procedures. A checklist of areas of potential difficulties is presented in the seventh section. The text concludes with a summary of evaluation methods, including references to five published reports of clinical librarian program evaluations. A 26-item bibliography is included. (MES)

ED 300 085 JC 880 506

Abood, Nancy V.; LeBlanc, William
Facts and Figures, 1987-88: An Annual Report and Statistical Digest.
Community Coll. of Rhode Island, Warwick.
PUB DATE- Sep 88
NOTE- 40p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTORS- Administrators; Capital Outlay (for Fixed Assets); College Faculty; College Programs; *Community Colleges; *Educational Facilities; *Educational Finance; *Educational Trends; School Personnel; State Surveys; Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Rhode Island
A narrative account of the achievements of the Community College of Rhode Island (CCRI) during the 1987-88 academic year is presented in this annual report, along with historical and current data on enrollments, programs, staff, and finances. Following an essay by the college president on the highlights of the past year, a discussion is provided of enrollments, educational programs, faculty and staff, facilities, athletics, special events, and the CCRI foundation. Statistical data are presented on: (1) students, including student characteristics (e.g., sex, age, race, and residency), fall enrollment figures, entering students, full- and part-time enrollment, off-campus enrollment, graduates and transfers; (2) programs, including data on enrollment and graduates by program of study; (3) faculty and staff, including information on characteristics, salaries and rank; and (4) finances, including information on trends in tuition and fees, general education revenues and expenditures, and student financial aid. (EJV)

ED 300 114 PS 017 580

Whitebook, Marcy; And Others
Raising Salaries: Strategies That Work.
Child Care Employee Project, Berkeley, CA.
SPONS. AGENCY- A.L. Mailman Family Foundation, Inc.
PUB DATE- 86
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Caregivers; Community Programs; *Compensation (Remuneration); County Programs; Day Care Centers; Profiles; State Programs
Profiled are 5 child care centers, 5 child care systems, 2 cities, 1 community, 1 county, and 6 states and provinces that have developed new policies aimed at improving the compensation of staff in child care occupations. Examples describe how salary initiatives at different levels got started, what barriers were overcome, and what was accomplished. Addresses, telephone numbers, and names of contact persons are provided in each profile. Also included in the booklet is a description of the child development associate (CDA) scholarship assistance program (Title VI of the Human Services Reauthorization Act--P.L. 99-425), brief discussion of advocacy needs and the process of organizing for advocacy efforts, and discussion and suggestions on building alliances with parents. National resource organizations are listed and other important, related publications are cited. (RH)

ED 300 130 PS 017 627

Smith, Anne B.; And Others
Preschool Children's Perceptions of Parent and Teacher Roles.
PUB DATE- 88
NOTE- 23p.; Study supported by a Social Sciences Research Fund Committee grant. For a related document, see PS 017 628.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Childhood Attitudes; Fathers; Foreign Countries; Mothers; *Parent Role; *Preschool Children; Preschool Education; *Teacher Role
IDENTIFIERS- *New Zealand

Children's perceptions of the roles of mother, father, and teacher were examined in a sample of 31 boys and 28 girls attending full-time day care, half-day kindergarten, or some combination of child care arrangements. Interview data were coded into four main role categories under the headings of Domestic, Child Care, Paid Work, and Personal. The first two categories included seven sub-categories each. Sub-categories of the domestic role were meal preparation, cleaning, shopping, washing, sewing, outdoor tasks, and house/car repairs. Sub-categories of the child care role were custodial, play/stimulation, outings, physical punishment, verbal punishment, positive socio-emotional, and encourages. Results revealed that mothers were perceived as doing more domestic work and providing more custodial child care than fathers or teachers. Teachers were seen as most involved in play and stimulation, with fathers less and mothers least involved. Despite the fact that more than two-thirds of the mothers were employed, fathers were much more likely to be perceived as doing paid work than were mothers or teachers. Type of early childhood center experience was not clearly related to children's perceptions of adult roles. In general, findings showed both overlap and differentiation between children's views of mother, father, and teacher. (Author/RH)

ED 300 145 PS 017 649

Cudaback, Dorothea; Dickinson, Nancy
Parent Education by Mail: A Cost Effective Way To Help Parents at Risk.

PUB DATE- 4 Aug 88
NOTE- 21p.; Paper presented at the International Conference on Social Welfare (24th, Berlin, East Germany, August 4, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Delivery Systems; High Risk Persons; *Information Dissemination; *Parent Attitudes; *Parent Education; *Prevention; *Program Effectiveness
IDENTIFIERS- *Prevention by Mail Programs; Primary Prevention
For a primary prevention program to succeed, it should: (1) address a significant individual or social problem; (2) be designed for, and delivered to, the individuals or groups most likely to be at-risk of experiencing the problem; (3) provide the kind of information or service desired by this target audience; (4) be sufficiently cost-effective and practical so that it can be delivered to a fairly large audience; and, most importantly, (5) acheive its objectives with a significant proportion of those to whom it is delivered. The programs discussed in this paper appear to meet these criteria. Described in terms of their purpose and scope are two researched, prevention-by-mail programs designed to determine the effects of age-paced parent education booklets on those who read them. The first study considered is a survey of parents in 10 states who received a series of booklets designed to help parents enhance their parenting skills and improve their knowledge of infant development. The second study is an evaluation of a California age-paced parent education series, "Parent Express," designed for teenage and low-income parents. In the conclusion, implications for social work are briefly discussed. (RH)

ED 299 817 FL 017 617

Pierce, Lorraine Valdez, Comp.
Using Computer Concepts as Problem-Solving Tools in the Language Classroom. From a Curriculum Guide Prepared by Georgia State University Department of Early Childhood Education. Program Information Guide Series Number 5.
National Clearinghouse for Bilingual Education, Wheaton, MD.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Aug 88
NOTE- 27p.
CONTRACT- OBEMLA-300860069
AVAILABLE FROM- National Clearinghouse for Bilingual Education, 8737 Colesville Rd., Silver Spring, MD 20910.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; *Computer Literacy; *English (Second Language); Intermediate Grades; Language Proficiency; Learning Strategies; *Limited English Speaking; *Mathematics Instruction; *Second Language Instruction
IDENTIFIERS- *Content Area Teaching
The guide provides teachers of limited-English-proficient students in grades 4-6 with a communicative teaching unit integrating language, math, and computer skills. A model for integrating other content areas with English as a second language contains nine classroom activities, beginning with games that introduce and reinforce math vocabulary and problem-solving strategies and ending with hands-on practice at the computer. Lessons progress gradually from a review of math concepts to classification and categorization of number sets, organizing data to form a database, using the database to organize and manipulate specific lists of numbers, application of the database to problem-solving, and designing and searching a database. In all activities, the teacher introduces the concepts to the whole class and then reinforces and extends them in small groups, in a learning center, and in homework assignments. Specific objectives for each activity are listed. Each activity includes recommendations for grouping and teacher role, a list of materials needed, detailed procedures, suggestions for evaluation, and possible extensions of the activity. Two glossaries, one of mathematical terms and one of database terms, are appended. Suggested references and classroom resources are also noted. (MSE)

ED 299 832 FL 017 646

Goetzfridt, Nicholas
An Annotated Bibliography on ESL and Bilingual Education in Guam and Other Areas of Micronesia.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 88
NOTE- 112p.; A publication of Project BEAM.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Bilingual Education; *English (Second Language); Foreign Countries; *Publications; *Resource Materials; Second Language Instruction
IDENTIFIERS- *Guam; *Micronesia

The bibliography contains 182 annotated and 52 unannotated citations of journal articles, newspaper articles, dissertations, books, program and research reports, and other publications concerning bilingual education and instruction in English as a second language (ESL) in Micronesia. An introductory section gives information on sources for the publications and other information concerning the use of the bibliography. The entries are indexed alphabetically. (MSE)

ED 299 846 HE 021 637

Elliot, Charles
Review of Relevant Research on Teaching Effectiveness Evaluations for Selected Research Variables. AECT-RTD Newsletter.
Pennsylvania State Univ., University Park.
PUB DATE- 88
NOTE- 32p.
AVAILABLE FROM- Pennsylvania State University, College of Engineering, Dean's Office, 101 Hammond Building, University Park, PA 16802.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- College Faculty; *College Instruction; *Educational Assessment; Educational Quality; *Evaluation Methods; Grading; Higher Education; Instructional Effectiveness; Literature Reviews; Research; Student Evaluation of Teacher Performance; *Teacher Effectiveness; *Teacher Evaluation; Teacher Student Relationship
IDENTIFIERS- Teacher Competencies
A series of research studies were examined to investigate the relative effectiveness of teaching evaluations at the college level. The six research variables considered are: teaching effectiveness and its relationship to research productivity; grades given and the relationship to teaching effectiveness evaluation; immediately administered evaluations, at end of term, versus delayed evaluation, alumni or course alumni, 1, 2, or more years delayed; effects of teaching effectiveness evaluation when students are in a major area course versus a required survey type course; large classes versus small classes and teaching effectiveness evaluation; and general issues related to teaching instructional effectiveness evaluations in higher education. Abstracts and citations of information published on the various subjects are included to provide more detail. (SM)

ED 299 859 HE 021 735

Ellis, Susanne D.
Employment Survey 1986. AIP Report.
American Inst. of Physics, New York, NY. Education and Employment Statistics Div.
REPORT NO.- AIP-R-282.10
PUB DATE- Dec 87
NOTE- 10p.; For the 1985 report, see HE 021 734.
AVAILABLE FROM- American Institute of Physics, 335 East 45th Street New York, NY 10017-3483.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Astronomy; Bachelors Degrees; Doctoral Degrees; Doctoral Dissertations; Employers; *Employment Patterns; *Graduat Surveys; Higher Education; Individual Characteristics; *Labor Market; Masters Degrees; National Surveys; *Physics; Postdoctoral Education; Salaries; Specialization; Unemployment
Results of the American Institute of Physics' 1986 annual employment survey in physics and astronomy are presented in table form accompanied by narrative analysis. Information includes: time spent by 1985-86 physics degree recipients in securing employment, by degree level; changes in occupational status of physics and astronomy degree recipients between the summer of 1986 and the following winter; occupational status of experimental and theoretical physicists by type of dissertation research; characteristics of postdoctoral and full-time employed physics and astronomy doctorate recipients; changes in the type of initial employment accepted by new physicists, 1977, 1982, 1986; subfield mobility of new doctoral level physicists, 1985-86; employment with potential permanence accepted by 1985-86 doctorate recipients; characteristics of 1985-86 physics master's and bachelor's recipients related to the type of employment secured; selected characteristics of physics bachelor's recipients that affect their employment, 1986; median monthly salaries paid by civilian employers to bachelor's recipients, 1986; and employment of 1985-86 astronomy bachelor's recipients. (MSE)

ED 299 872 HE 021 755

Sherman, Lawrence W.; Hoy-Hazleton, Sandra
The Student Team Project: A Long-Term Cooperative Strategy in Graduate Environmental Studies.
PUB DATE- Jul 88
NOTE- 18p.; Paper presented at the Triennial Convention of the International Association for the Study of Cooperation in Education (4th, Tel Aviv, Israel, July 5-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Instruction; College Programs; *Cooperation; *Environmental Education; *Graduate Students; Graduate Study; *Group Activities; Higher Education; Masters Degrees; Problem Solving; Small Group Instruction; Student Attitudes; *Teaching Methods; *Teamwork
A year-long, cooperatively structured, student team strategy is described that is being used as a major component in an interdisciplinary Master of Environmental Science degree program. The general philosophy of the degree program and the rationale for including the Student Team Project (STP) are described. The most basic goal of the program is the teaching, learning, and direct application of an algorithm for environmental problem-solving. The STP is a direct experiential application of this 10-step cyclic algorithm. The other project goals are: acquiring good team skills and gaining an understanding of the importance of such skills in successful cooperative group research, and developing good research skills and professionalism in oral and written presentations. The similarity between the STP technique and other small group techniques is discussed. Evidence for the positive impact of the STP experience is presented, along with examples of the projects that the teams have produced. Specific problems associated with the STP technique and potential solutions are also presented. The following are appended: figures showing the Master of Environmental Science curriculum and the problem-solving process; a listing of STP reports; and two STP prospectuses. Contains 14 references. (Author/KM)

ED 299 886 HE 021 807

Eagle, Eva; And Others
A Descriptive Summary of 1980 High School Seniors: Six Years Later. High School and Beyond. Analysis
MPR Associates, Berkeley, CA.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-88-404
PUB DATE- Jul 88
NOTE- 150p.; For a related document on 1980 high school sophomores, see HE 021 806. Data series HSB-80/86-2.1.
CONTRACT- 300-85-0206
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Citizen Participation; *Educational Attainment; Educational Benefits; Employment; Followup Studies; Higher Education; *High School Seniors; *Longitudinal Studies; Marital Status; National Surveys; *Outcomes of Education; Student Attitudes; *Student Development
IDENTIFIERS- *High School And Beyond (NCES)

Information on the progress of the 1980 graduating high school seniors' educational attainment, work history, marital history, attitudes, and civic participation is presented in this fourth in a series of descriptive summaries about the status of the 1980 high school seniors. Information spans the period from 1980 through 1986. Chapter 1 looks at educational experiences of the 1980 senior class (enrollment in postsecondary education, attainment of one-year and two-year awards and four-year degrees, and educational expectations and progress in postsecondary attainment). Chapter 2 discusses employment experiences of the 1980 senior class (aggregate trends in employment and unemployment, employment experiences of individuals over time, and average wages per hour by level of education and employment pattern). Information on family formation in the 1980 senior class is given in chapter 3 (marital patterns, child rearing patterns, and household locations and composition), and chapter 4 focuses on participation and attitudes of the 1980 senior class (self-concept and locus of control, civic participation, and attitudes about sex roles). Among the major findings are that: (1) students with higher socioeconomic status were more likely to receive four-year degrees than those with lower socioeconomic status; (2) Hispanics, Native Americans, and Blacks were less likely to earn degrees than Whites or Asians; (3) males were employed at higher rates than females throughout the period by six to eight percentage points; (4) women were more likely than men to have ever been married and to have become parents; and (5) men had higher self-concept scores than women, but women were more likely to feel they could control events affecting their lives. Appended are: methodology and technical notes; tables of regression coefficients and adjusted means; data for figures; and means, standard errors, and sample sizes for tables. Twenty-two tables are included. (SM)

ED 299 912 HE 021 904

Wang, Henry
General Education Assessment Study. A Report Submitted to the Ad Hoc Committee on General Education of Trenton State College.
Trenton State Coll., N.J.
PUB DATE- 1 Jun 85
NOTE- 126p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Freshmen; College Seniors; Communication Skills; *Educational Assessment; *General Education; Higher Education; Liberal Arts; *Outcomes of Education; Problem Solving; *Program Effectiveness; Sex Differences
IDENTIFIERS- *Trenton State College NJ

The impact of the general education program on students at Trenton State College (New Jersey), was assessed using the American College Measurement Program (COMP) from the American College Testing program and from Tests of General Education (TGE) from the Educational Testing Service. Participants included 144 freshmen, 32 seniors, and 37 transfer and nonmetric students who were tested with both the objective and essay components of the tests. A consideration of the findings suggests that communication skills are an area of relative strength for freshmen and remain an area of relative strength for seniors. It is suggested that problem solving skills are an area of weakness for both freshmen and seniors. The differences between men and women on the tests were striking, as senior women scored significantly higher than men on communication and significantly lower than men on mathematical thinking. Using the arts and clarifying values are areas of strength for both freshmen and seniors, but functioning in social institutions and using science and technology are areas of relative weakness. No significant difference between the scores of native and transfer seniors were found. Suggestions based on the study findings are as follows: the study should be completed longitudinally; both problem-solving and communication skills should be addressed in all courses; a special effort should be made to stress integration across disciplines; and a permanent or standing committee should be established to continue to consider the problems of general education at Trenton State College. Four appendices are: TGE objective tests; COMP objective tests; essay and scoring categories; and related letters. Tables of data are included. (Author/SM)

ED 299 925 HE 021 919

Peer Harassment. Hassles for Women on Campus.
Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.
PUB DATE- Sep 88
NOTE- 16p.
AVAILABLE FROM- Project on the Status and Education of Women, Association of American Colleges, 1818 R St., N.W., Washington, DC 20009 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Antisocial Behavior; Check Lists; College Environment; College Students; Drug Abuse; *Females; Higher Education; *Peer Groups; Pornography; Sex Discrimination; Sex Stereotypes; *Sexual Harassment; Student Rights; Violence
IDENTIFIERS- *Harassment

The subject of peer harassment for women on college campuses is explored. In order to handle such situations effectively, administrators need to know the parameters of the problem, what they are dealing with, and ways to prevent bad situations. The topic is presented as follows: a definition of peer harassment; the prevalence of peer harassment; the impact of peer harassment; examples of peer harassment (group harassment, sexual harassment, academic harassment, joking, and pestering and street harassment); women colluding; harassment against special groups of women; cross-cultural differences; causes of peer harassment (the role of alcohol and drugs, and the role of pornography and violence in the media); legal considerations; and the role of institutions. Recommendations include educating the campus community, developing policies and programs, implementing procedures, and providing special help for women who are harassed. Special information is provided on how to empower women, an institutional self-evaluation checklist, and a word to students (do's and don'ts). Contains 45 end notes and 6 references. (SM)

ED 299 938 HE 021 977

Approaches to Drug Abuse Prevention at Colleges and Universities. A Collection of Presentations Made at the National Collegiate Drug Awareness Week Kick-Off Conference (Washington, D.C., February 1988).
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- PIP-89-857
PUB DATE- Oct 88
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Alcoholism; Attitude Change; *College Students; Community Involvement; *Drug Abuse; Drug Addiction; *Drug Education; Drug Use; Higher Education; Illegal Drug Use; Leadership; Narcotics; Self Destructive Behavior; *Student Behavior; *Student College Relationship
IDENTIFIERS- Indiana University; *National Collegiate Drug Awareness Week

The National Collegiate Drug Awareness Week 1988 (conceived and initiated by the Inter-Association Task Force on Alcohol and Other Substance Issues) began with a Kick-Off Conference of educators that provided students and professionals an opportunity to share ideas and experiences. One-page abstracts of 17 conference presentations are as follows: "Drug Education in the College Curriculum" (Peter L. Myers); "The Contemporary Campus: An Administrator's Point of View" (Thomas D. Aceto); "Drug Policy and Enforcement: Making the Standards Work" (Denyce S. Ford); "Assessing Your Campus Environment" (Elizabeth Broughton); "Aiming Straight" (Carolyn Lichtenberg); "Bridging Communities on Drug Awareness" (Sandra A. Tull and Max Portrey); "Beyond Awareness: Incorporating Drug Education into the Curriculum: The Indiana University Experience" (William J. Bailey); "Liability and Values in Relation to the Institutional Response to Alcohol Abuse and the Use of Prohibited Drugs" (Gary Pavela); "College Life: Breeding Ground for Chemical Dependence or for Immunity Against Substance Abuse" (Robert L. DuPont); "Network to Promote Drug-Free Colleges and Universities" (Edward Hammond); "Changing Attitudes toward Drug Use on Campus" (Dan Manzanares); "Creative Approaches to Drug Education Programming" (Kim Dude); "Taking the Sting Out of Evaluation" (David S. Anderson); "Teaching New Students to Say No" (Brian Bailey and Lisa Dieter-Borisky); "Substance Abuse Policy: Making the Standards Work" (Robert F. Ariosto); "Alcohol and Drug Abuse during the College-Age Years" (Robert L. Trachtenberg); and "Taking Leadership: Enhancing Personal and Professional Effectiveness" (Susan R. Komives). Also included are the Standards for the Network to Promote Drug-Free Colleges and Universities and a list of the planning group for the Network. (SM)

ED 299 984 IR 052 432

Vallejo, Rosa M.
Preservation and Conservation and Their Teaching: The Methodology of Vienna '86.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 16p.; Paper presented at the International Federation of Library Associations (IFLA) Pre-Session Seminar on International Colloquium on Education and Training of Library, Information and Archival Personnel (London, England, August 10-14, 1987). For a related paper, see IR 052 431.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Responsibility; *Archives; Cultural Background; Developing Nations; *Environmental Influences; Foreign Countries; Graduate Study; Guidelines; Information Systems; *Library Education; *Library Materials; *Preservation; Professional Continuing Education; Seminars; Technological Advancement
IDENTIFIERS- Resource Management
This paper discusses a seminar on the Teaching of Conservation and Preservation Management for Librarians, Archivists, and Information Scientists, which was organized jointly by the FID (Federation Internationale de Documentation), the ICA (International Council of Archives), and IFLA (International Federation of Library Associations) and held in Vienna, Austria, in April 1986. Included in the paper are: (1) definitions of the terms preservation, conservation, and restoration, as enunciated in the IFLA Statement of Principles on Preservation and Conservation (1979); (2) a brief list of facts about the 1986 Austrian seminar (purpose, program, attendance, and names of co-chairpersons); (3) reviews of 12 papers presented at the seminar; and (4) nine resolutions drafted by seminar participants. (7 references) (CGD)

ED 299 999 IR 052 448

IFLA General Conference, 1987. Division of Education and Research. Theory and Research Section. Round Table on Library History. Round Table of Editors of Library Journals. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 79p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (53rd, Brighton, England, August 16-21, 1987).
LANGUAGE- English; French; German
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Electronic Publishing; Foreign Countries; Higher Education; *Library Associations; *Library Education; *Library Research
IDENTIFIERS- *International Federation of Library Associations
Four of the 10 papers in this collection are presented in the original language, i.e., either French or German, and English translations are provided for two of them. The papers are: (1) "UAP (Universal Availability of Publications) and Its Relation to Research and Education" (Maurice B. Line); (2) "Zehn Jahre IFLA-Abteilung Ausbildung und Forschung = Ten Years of the Division of Education and Research) (Paul Kaegbein); (3) "La culture orale et les bibliotheques (Oral Culture and Libraries)" (Raphael Ndiaye) (in French only); (4) "Bibliotheks-und Buchgeschichte als Teil der Bibliotheksforschung und Geschichtswissenschaft: Ein Uberregionales Forderungsprogramm (Library and Book History as a Part of Library Research and the Science of History: An Interregional Promotional Program)" (Joachim-Felix Leonhard) (in German only); (5) "Des Geschichte der IFLA als Forschungsgegenstand-Herausforderung und Verpflichtung = The History of IFLA as a Research Theme: Challenge and Commitment" (Klaus Plotz); (6) "Scholarly Writing and Desktop Publishing" (Michael D. R. Lougee); (7) "IFLA and Professional Communication" (Roland Hjerppe); (8) "Brief Summary on the Bibliothecological Researches in Cuba" (Marta Terry); (9) "Education and Research in Preservation and Conservation" (Josephine Riss Fang); and (10) "Computer Networks as a Publication Medium: Implications for Libraries" (Roland Hjerppe). (MES)

ED 300 012 IR 052 463

IFLA General Conference, 1987. International Association of Law Libraries. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 37p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (53rd, Brighton, England, August 16-21, 1987).
LANGUAGE- English; German
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
DESCRIPTORS- Accreditation (Institutions); *Databases; Developed Nations; Foreign Countries; Government Role; Indexes; *Information Retrieval; *Information Technology; *Law Libraries; *Online Systems; Optical Data Disks; *Technological Advancement; Videotex
IDENTIFIERS- *Legal Information

The five papers in this collection focus on computerized legal databases and their content: (1) "Disk and Dat: Recent Developments in Legal Databases and Emerging Information Technologies in the United States" (Howard Hood, United States); (2) "Online Databanken zum EG-Recht und ihr Angebot (Online Databases for European Community Law and Their Content)" (Harald Muller, West Germany, in German only); (3) "Major Developments in Computer-Assisted Legal Research in Canada" (Martin Felsky, Canada); (4) "Computerized Legal Data Bases and Their Contents--Israel" (E. I. Cuomo, Israel); and (5) "Computerised Legal Databases and Their Content: United Kingdom and Ireland" (Diane Raper, United Kingdom). (CGD)

ED 300 043 JC 880 435

Stanojevic, Patricia S. B.
Individualizing Study Programs for Overseas Trainees.
PUB DATE- 21 Sep 88
NOTE- 10p.; Paper based on a workshop presented at the National Conference of the Association of Canadian Community Colleges (St. John, New Brunswick, Canada, May 30-June 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Faculty Development; Foreign Countries; *Foreign Students; *Individualized Instruction; Professional Training; Program Design; Teacher Education Programs; Two Year Colleges
The Internal Bureau of the Association of Canadian Community Colleges (ACCC) has provided educational development services for Third World countries since 1978. The majority of the individuals who come to Canada to participate in the International Bureau's training programs are faculty members who wish to upgrade their technical and pedagogical skills or learn new skills. These training programs tend to emphasize practical experience, though functional aspects of teaching and curriculum development complement the skill training. The programs, which are generally sponsored by the ACCC or a private consulting firm, use a variety of instructional methods and may last for one day to a year. Designing programs for overseas trainees involves: (1) the establishment of clear objectives for the study tour, which are agreed upon by the trainee, his/her home institution, and the Canadian institution offering the training program; (2) program implementation, which includes finding suitable accommodations; providing an orientation to such aspects of Canadian life as banking, public transportation, and health care; making provisions for cultural needs; and establishing a welcoming and understanding environment; and (3) formative evaluation throughout the training program cycle. (EJV)

ED 300 057 JC 880 469

Fox, Warren H.; And Others
Postsecondary Plans of Nevada High School Seniors, 1988. A Report on the 1988 Statewide Survey of Nevada High School Seniors.
Nevada Univ. System, Reno.
PUB DATE- Oct 88
NOTE- 59p.; For the 1986 report, see ED 274 292.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Associate Degrees; *College Bound Students; *College Choice; Community Colleges; Employment Experience; *High School Seniors; *Postsecondary Education; Public Colleges; State Surveys; Student Attitudes; *Student Educational Objectives; Student Employment; Student Financial Aid; Universities; Vocational Education
IDENTIFIERS- *Nevada

In spring 1988, the University of Nevada (UN) conducted a survey to determine the postsecondary plans of the state's high school seniors. Questionnaires were administered in class, requesting information on demographic characteristics, evaluation of high school experiences, work experience, postsecondary plans, factors affecting college choice, and impressions of the UN system. Study findings, based on responses from 6,760 of the total population of 10,588 seniors, included the following: (1) 61% of the seniors planned to enroll in a postsecondary educational program in the year following graduation, and an additional 22% planned to continue their education at some future time; (2) of the students planning to continue their education, 62% were interested in attending a four-year college and 38% were interested in a two-year institution; (3) 35% of the college-bound students planned to attend an out-of-state institution; (4) 76% of the respondents had been employed during their senior year in high school; (5) 85% planned to work to pay for their college education, 78% expected their parents or other relatives to provide financial assistance, and 66% expected assistance from grants, scholarships, or loans; and (6) 73% had made the decision to continue their education before their senior year. The survey instrument is appended. (AAZC)

ED 300 071 JC 880 487

Slicker, Russ; And Others
Team Building through Faculty Coaching and Faculty Coaching System Guidebook.
Milwaukee Area Technical Coll., Wis.
PUB DATE- Apr 88
NOTE- 79p.; Paper and accompanying guidebook presented at the Annual National Convention of the American Association of Community and Junior Colleges (68th, Las Vegas, NV, April 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Role; College Faculty; Community Colleges; Department Heads; *Evaluation Criteria; *Evaluation Methods; *Faculty College Relationship; *Faculty Development; *Faculty Evaluation; Program Development; Two Year Colleges; Unions
A description is provided of the development and implementation of a Faculty Coaching System, a systematic evaluation process, at Milwaukee Area Technical College (MATC). Introductory comments by Russ Slicker offer a brief history and description of MATC and a profile of MATC's well-established, stable faculty. Next, Beverly Simone discusses the faculty/administration/union dynamics involved in implementing a faculty evaluation program where no formal evaluation mechanism had existed previously, and traces the development of the Faculty Coaching System. Finally, Jim Walsh explains the coaching process, indicating that faculty members are expected to plan, implement, and evaluate their own professional growth, while their immediate supervisors or other administrators act as coaches, asking a series of open-ended questions to help faculty clarify and achieve their goals. Walsh also explains that the Faculty Coaching System operates on two tracks, with procedures and purposes differing for tenured and non-tenured faculty. Attached to the program description is a copy of the Faculty Coaching System Guidebook, which includes: (1) an introduction to the Faculty Coaching System; (2) coaching guidelines, which outline criteria for the evaluation of faculty members' contact with students, preparation for classes, instructional effectiveness, and professional development; (3) information and forms for assuring the professional growth of tenured faculty in Track I; (4) a summary of Track II procedures and forms used to make decisions

concerning the continued employment of uptenured faculty; (5) a coaching verification form; (6) a description of faculty coaching system procedures; and (7) a glossary. Flow charts illustrating the system are appended. (AJL)

ED 300 158 RC 016 720

Callahan, Christine
Making a Difference: A Primer for Women in Public Life. Report on a Leadership Seminar Sponsored by the Alaska Women's Commission (Fairbanks, Alaska, April 12, 1988).
Alaska Women's Commission, Anchorage.
PUB DATE- Jun 86
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTORS- Advertising; Citizen Participation; Elections; *Females; Mass Media; *Political Campaigns; *Political Candidates; Political Influences; Political Issues
IDENTIFIERS- *Political Education; Political Image; *Politicians; Voter Education

This workshop summary offers a guide for women who are considering seeking public office. It covers pre-campaign concerns, development of a campaign plan, and keeping the campaign on target. While a campaign plan should be an anchor, it also should be a flexible tool that can be revised, if necessary. The document discusses "targeting," defined as the analysis of past voting behavior in order to decide where the best potential for success lies. Targeting helps a campaign concentrate its resources on precincts where the effort is likely to have the most payoff. It also helps a campaign reach undecided voters and increase voter turnout among supporters. Various forms of voter contact are discussed, including direct-mail, door-to-door campaigning, group activities, and mass media. The document offers a step-by-step guide to recruiting and managing volunteers. It also gives a brief statistical overview of women in office, pointing out that women still hold only a small minority of available posts. The report encourages women candidates to invest good planning, good management, and hard work in their campaigns. The document also includes a list of 9 publications available from other groups and 11 Alaska organizations involved with women's issues or which encourage political participation. (TES

ED 300 171 RC 016 782

Kalantzis, Mary; Cope, Bill
Pluralism and Equitability: Multicultural Curriculum Strategies for Schools. NACCME Commissioned Research Paper No. 3.
National Advisory and Co-ordinating Committee on Multicultural Education, Woden (Australia).
PUB DATE- 86
NOTE- 45p.; For related document, see ED 286 259.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Pluralism; *Curriculum Development; *Educational Principles; Elementary Secondary Education; English (Second Language); *Equal Education; Foreign Countries; *Multicultural Education; *Second Language Learning; Social Bias; Social Cognition
IDENTIFIERS- *Australia

This paper compares pluralistic and equitable approaches to sociocultural and language teaching in Australian schools. The pluralistic view of multiculturalism overemphasizes ethnic differences with the hope that appreciation and tolerance will follow. In fact, fostering feelings of difference may increase racism and cultural chauvinism. This emphasis neglects arguments about what culture is for, and the concomitant realization that everyone has culture. Equitable multiculturalism celebrates diversity, but also aims to provide students with tools of social literacy for cultural analysis and mainstream participation. Pluralism moralistically posits linguistic equality and simply aims to reproduce "community languages" as they are spoken. While not advocating the abandonment of community language projects, the equitable approach aims for language learning that provides the broadest cognitive and communicative usefulness. All language teaching should have an intellectual seriousness equal to that of traditional "foreign language" teaching. Equitable English teaching involves not only competence to survival stages, but also English for general use; it takes into account the break in language development that occurs as non-English-speaking children enter school. Multiculturalism should pervade mainstream curriculum areas. Achieving this end requires uniting the best of traditional and progressive curricula: a core curriculum that prepares students for equal access to society, with an inquiry methodology that develops general cognitive, conceptual, and linguistic skills and promotes understanding of self, family, and society. 24 references. (SV)

ED 299 967 IR 013 482

Schlenker, Richard M.
Blank Computer Floppy Disk Formatting Using the AppleWorks Program, Apple IIe or GS Computers and a Duodisk or Two Disk Drives.
PUB DATE- Jun 88
NOTE- 15p.; For other guides in this series, see IR 013 483-488.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Software; Disk Drives; *Floppy Disks; Guidelines; Keyboarding (Data Entry); *Microcomputers
IDENTIFIERS- *Appleworks; *Disk Formatting
This manual is a "how to" training device for formatting blank floppy disks in the AppleWorks program using an Apple IIe or Apple IIGS Computer with Duodisk or two disk drives. The manual provides step-by-step directions, and includes 11 figures depicting the computer screen at the various stages of the formatting sequence. (EW)

ED 299 788 EC 211 067

Romer, Lyle T.; And Others
Transition for Persons with Deaf-Blindness and Other Profound Handicaps: State of the Art. Section I. Community Based Residential Options.
PUB DATE- 87
NOTE- 44p.; Three papers from the Proceedings of the National Conference on the Transition of Profoundly/Multiply Handicapped Deaf-Blind Youth (Washington, DC, April 7-10, 1986); see EC 210 066.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Community Programs; *Deaf Blind; Deinstitutionalization (of Disabled); Delivery Systems; *Group Homes; Life Style; Measurement Techniques; *Multiple Disabilities; Normalization (Handicapped); Parent Participation; Program Development; *Program Evaluation; Public Policy; *Residential Programs; *Severe Disabilities; Transitional Programs

This compilation brings together various conference papers and a working group report on the topic of residential services for people with deaf-blindness and other profound disabilities. The title paper by Lyle T. Romer describes three measures for evaluating residential programs: capacity, progress, and lifestyle. Valued outcomes of a residential services program are defined and measured, focusing on the Valued Outcomes Information System as a measure of lifestyle quality. A response by George H.S. Singer, titled "A Systems Approach to Quality Residential Services for Those Who Are Profoundly Handicapped with Deafness and Blindness," discusses policies, community services, and organizational characteristics required to create desirable homes. A response by

Stephen S. Barrett titled "Trends and Issues in Developing Community Living Programs for Young Adults Who Are Deaf-Blind and Profoundly Handicapped" outlines a continuum of community living alternatives; examines the issue of categorical versus integrated settings; and considers the role of parents in planning, funding, and implementation of programs. The report of the Working Group on Community-based Housing Options describes program characteristics, issues, and recommendations for policymakers regarding community residential options for young adults who are deaf-blind. (JDD)

ED 300 099 JC 880 573

A Blueprint for Learning: The Associate Degree Task Force Reports of the University of Hawaii Community Colleges, 1985-1988.
Hawaii Univ., Honolulu. Office of the Chancellor for Community Colleges.
PUB DATE- Aug 86
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Standards; *Associate Degrees; *Community Colleges; *Degree Requirements; Degrees (Academic); Graduation Requirements; Minimum Competencies; *Minimum Competency Testing; *Statewide Planning; Student Evaluation; Testing Programs; Two Year Colleges
IDENTIFIERS- *Hawaii

The result of a two-year effort by more than 150 community college faculty and staff members in Hawaii, this report presents task force recommendations for improving programs leading to the associate degree. The recommendations concern: (1) the maintenance of two associate degrees, an associate in arts and an associate in science; (2) the development of a coherent curriculum in general education, as well as a consistent set of specific competencies for programs offered across the campuses; and (3) the development of policies and procedures for mandatory placement testing and standardized assessment of students' attainment of general education competencies. Section I presents the "Report of the Associate Degree Task Force," including background information on Hawaii's community colleges and a discussion of major issues. Section II contains the "Report of the Task Force for the Development of Degree Competencies for the Associate in Arts, Associate in Science, Associate in Applied Science, and Other Degrees." The "Report of the Task Force to Explore Other Degree Options" is presented in section III, including a rationale for an associate in general studies degree. Section IV offers the "Report of the Task Force on Student Competency Assessment," including an overview of current competency assessment practices in the state, a discussion of major issues, and recommendations concerning the assessment of incoming students, institutional appraisal, assessment for graduation, and campus trials of assessment materials. Appended to each task force report are the group's appointment letter and relevant data. (AYC)

ED 299 803 FL 017 575

Hewlett-Gomez, Michele; Rawson, Anne
Instructional Models for Spanish/English Bilingual Classrooms. Bilingual Education Resource Series.
Washington Office of the State Superintendent of Public Instruction, Olympia.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 80
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education Programs; *Classroom Techniques; Curriculum Development; Elementary Secondary Education; *English (Second Language); *Grouping (Instructional Purposes); Language Dominance; *Limited English Speaking; Models; Needs Assessment; Oral Language; *Spanish; Staff Development; Student Needs; Student Placement
IDENTIFIERS- Washington
The guide outlines Washington State's programmatic approach to teaching native Spanish-speaking limited-English-proficient students in bilingual education programs. It charts the components of the bilingual instructional models used in the classrooms, and then explains or defines each component. The components include: methods for determining the individual student's linguistic and academic needs (including language and conceptual development); classification of language dominance; curriculum components (language development, content areas with a multicultural focus, and self-concept); classroom models (self-contained, team-taught, resource teacher, open classroom, and magnet center); staffing patterns; instructional techniques (alternate language approach, concurrent, language grouping, and preview/review); and specific instructional materials (mainstream monolingual curriculum materials, bilingual/multicultural parallel materials, and equipment). A list of publishers, a glossary, and a list of suggested readings are included. (MSE)

ED 299 833 FL 017 647

Nesi, Hilary
Which Dictionary? A Review of the Leading Learners' Dictionaries.
PUB DATE- Apr 88
NOTE- 22p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (22nd, Edinburgh, Scotland, United Kingdom, April 11-14, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Comparative Analysis; *Dictionaries; *English (Second Language); Form Classes (Languages); Grammar; Idioms; *Layout (Publications); Pronunciation; Second Language Learning; *User Needs (Information); *Vocabulary
IDENTIFIERS- COBUILD; Longman Dictionary of Contemporary Usage; Oxford Advanced Learners Dictionary

Three major dictionaries designed for learners of English as a second language are reviewed, their elements and approaches compared and evaluated, their usefulness for different learners discussed, and recommendations for future dictionary improvement made. The dictionaries in question are the "Oxford Advanced Learner's Dictionary," the "Longman Dictionary of Contemporary Usage," and "COBUILD," the Collins dictionary with a completely new defining style. Elements considered include treatments of pronunciation and grammar, layout, coverage (including geographical terms and proper names, new words, specialist terms, idioms, and Americanisms), and the language used for defining terms. Areas suggested for improvement or consideration in future dictionary development include the treatment of likely learner misconceptions about words and the information given about frequency and collocational range of words in use. Each dictionary is seen as having important advantages for different learner groups. (MSE)

ED 299 968 IR 013 483

Schlenker, Richard M.
Building Parts Inventory Files Using the AppleWorks Data Base Subprogram and Apple IIe or GS Computers.
PUB DATE- Jun 88
NOTE- 29p.; For other guides in this series, see IR 013 483-488.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Software; Database Management Systems; *Databases; Disk Drives; Floppy Disks; Guidelines; Keyboarding (Data Entry); *Microcomputers
IDENTIFIERS- *AppleWorks
This manual is a "how to" training device for building database files using the AppleWorks program with an Apple IIe or Apple IIGS Computer with Duodisk or two disk drives and an 80-column card. The manual provides step-by-step directions, and includes 25 figures depicting the computer screen at the various stages of the database file building sequence. (EW)

ED 299 969 IR 013 484

Schlenker, Richard M.
Developing Inventory Records Using the AppleWorks Data Base Subprogram and Apple IIe or GS Computers.
PUB DATE- Jun 88
NOTE- 21p.; For other guides in this series, see IR 013 483-488.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Software; Database Management Systems; *Databases; Disk Drives; Facility Inventory; Floppy Disks; Guidelines; Keyboarding (Data Entry); *Microcomputers
IDENTIFIERS- *AppleWorks
This manual is a "how to" training device for developing inventory records in the AppleWorks program using an Apple IIe or Apple IIGS Computer with Duodisk or two disk drives and an 80-column card. The manual provides step-by-step directions, and includes 17 figures depicting the computer screen at the various stages of the inventory records development sequence. (EW)

ED 300 029 IR 052 526

Rees, Alan M.
Consumer Health Information Services. CE 638.
Medical Library Association, Chicago, Ill.
PUB DATE- 83
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Descriptions; Course Objectives; Library Collection Development; Library Cooperation; Library Education; Library Material Selection; Library Networks; Library Planning; *Library Role; *Library Services; Medical Libraries; Professional Continuing Education; *Reference Services; *User Needs (Information)
IDENTIFIERS- *Consumer Health Information
This course text outlines the objectives and content for a professional continuing education course on consumer health information (CHI) services. Topics covered include: (1) trends in medical consumerism and self-health care; (2) health information needs of consumers; (3) the role of the library in CHI, including legal ramifications; (4) collection development and material selection; (5) reference tools and techniques; (6) other CHI services; (7) networking and library cooperation; (8) community linkages, public relations, and funding; (9) training of library personnel; and (10) suggestions on starting a CHI service. A

ED 300 086 JC 880 507

Faculty Salaries: Florida Community Colleges, Fall 1987.
Florida State Board of Community Colleges, Tallahassee.
PUB DATE- Jun 88
NOTE- 34p.; Prepared by the Bureau of Information Systems.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Administrators; *College Faculty; *Community Colleges; Counselors; Educational Attainment; Librarians; *Professional Personnel; *Salaries; School Personnel; State Surveys; *Teacher Salaries; Two Year Colleges
IDENTIFIERS- *Florida

Information on the salaries of full-time professional personnel is presented in this report for each of the 28 Florida community colleges. Six tables are included, covering: (1) scheduled salary ranges for instructional personnel, showing the minimum and maximum salaries for each official salary schedule used to pay instructional staff; (2) annual salaries for full-time instructional personnel, indicating the number of staff members and average salary for each contract length by degree level (i.e., doctorates, masters plus 30 credits, masters, bachelors, and less than bachelors); (3) annual salaries for full-time departmental or divisional administrators by degree level; (4) annual salaries for full-time executive, administrative, and managerial personnel at the institutional level; (5) salaries of other non-instructional personnel, including librarians, counselors, curriculum specialists, etc.; and (6) salaries of the president, executive vice president, vice president, chief academic officer and other selected executive positions at each community college. (EJV)

ED 300 115 PS 017 582

Honig, Alice Sterling
Quality Infant/Toddler Caregiving.
PUB DATE- Sep 88
NOTE- 6p.; Paper presented at the National Conference of the Australian Early Childhood Association (Canberra, Australia, September 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Caregivers; *Childhood Needs; *Day Care; Early Childhood Education; *Educational Quality; Guidelines; *Infants; *Toddlers
IDENTIFIERS- *Infant Care
Caregiver-infant interactions in the first years of a child's life

provide models and shape patterns of responding that can have consequences throughout the life-span. Research and practice have produced knowledge about the sensitivity of outcomes to characteristics of the infant nurturing situation. Infant caregivers should accept babies' need for sensuous stimulation and intimate relationships. The curriculum for infant caregiving should be embedded in the innumerable daily acts of caring that allow infants' bodies to settle into easy rhythms. Sensorimotor skill building, and, later, preoperational skill building should be done in a sensitive manner so that infants and toddlers are lured, not pushed, into learnings. Language richness should permeate a baby's day. The infant or toddler's environment must provide safe places for the infants to run, crawl, and gallop about. Discipline in infant caregiving requires that conditions be arranged so that babies are kept as comfortable as possible. Discipline for toddlers may involve arranging the environment so that no-nos are infrequent. To provide an optimal developmental situation for each child, caregivers should hone their "noticing skills" to detect the ways in which each early learner markedly differs from others. (RH)

ED 300 131 PS 017 628

Smith, Anne B.
Primary School Children's Perceptions of Parent and Teacher Roles.
PUB DATE- Aug 88
NOTE- 30p.; Paper presented at the Australian Developmental Conference (5th, Sydney, Australia, August 26-28, 1988). Support provided by a grant from the Social Sciences Research Fund Committee. For a related study, see PS 017 627.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Students; Fathers; Foreign Countries; Mothers; *Parent Role; Sex Differences; *Student Attitudes; *Teacher Role
IDENTIFIERS- *New Zealand
Children's perceptions of the roles of mother, father, and teacher were examined in a sample of 98 children of 7 to 9 years. Children of working mothers numbered 54. Interview data were coded into five main role categories: Domestic, Child Care, Paid Work, Biological, and Personal. Results showed no effect of age or maternal work status on children's responses. Mothers were perceived as doing the most domestic work, whereas fathers were perceived as mainly doing repairs or outdoor tasks. Nearly the same number of responses described mothers and fathers as doing child care. Mothers were perceived as more likely to perform routine care and fathers are more likely to take children on outings or to provide stimulation. Fathers were more likely to be described as doing paid work than mothers. Teachers were perceived primarily as fulfilling an educational role in the classroom. About one-fifth of the sample described verbal control of behavior, custodial child care, and positive socioemotional responses as part of the teacher's role, but no children ascribed domestic activity to teachers. Perceptions of parents by primary school children were found to be very similar to those held by preschool children in a previous study. (Author/RH)

ED 300 146 PS 017 651

Zeece, Pauline Davey; Fuqua, Robert W.
Characteristics of Older Child Care Workers.
PUB DATE- 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; *Child Caregivers; *Professional Recognition; *Services; *Teacher Attitudes; *Teacher Characteristics

IDENTIFIERS- *Job Value Factors
A total of 136 child care workers from licensed day care facilities were surveyed regarding their perceptions of job value, support systems, and indices of professionalism. Overall, younger and older respondents did not differ in their perceptions of job importance or success. They did differ in their ratings of traditional male and female occupations, including child care work, and in their perceived support from spouses, children, child clients, parent clients, and society. Older child care workers rated traditional male jobs higher and traditional female jobs lower. Their reported perceptions of support from children for their child care work were higher than those of younger workers, while perceptions of support from society were lower. Implications for career development, training of older child care workers, and professional development are discussed. (Author/RH)

ED 299 873 HE 021 756

Sherman, Lawrence W.
Cooperative Strategies for Undergraduate Teaching: A Comparative Study.
PUB DATE- Jul 88
NOTE- 16p.; Paper presented at the Triennial Convention of the International Association for the Study of Cooperation in Education (4th, Tel Aviv, Israel, July 5-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Instruction; College Students; Comparative Analysis; *Cooperation; *Educational Psychology; Higher Education; *Student Attitudes; *Teaching Methods; *Teamwork; Undergraduate Students
IDENTIFIERS- *Cooperative Goal Structuring
Six introductory educational psychology classrooms were differentially taught. One experienced an individually competitive structure (n=39) and five other sections experienced three different cooperative goal structures: one using intergroup competition (n=29), two without intergroup competition (n=29 and n=36), and two using Sharan's Group Investigation procedures (n=37 and n=39). A two-way repeated measures ANOVA design was used to examine pre- and post-test achievement scores by treatments within subjects. The six groups were not significantly different from each other on the pre-test. All six groups obtained significantly higher post-test scores. A significant interaction between treatment groups and time was obtained indicating higher achievement scores in the classrooms experiencing the Group Investigation treatment and the lowest post-test scores in the classroom experiencing intergroup competition. Factor analysis of a 14-item survey determined four subscales, three of which obtained statistically significant differences and more positive attitudes concerning learning, achievement and cooperation in the sections experiencing cooperative strategies. The data suggest that, while significant achievement gains were obtained by all teaching strategies, students who experienced the cooperative goal structures achieved the most, had a more positive experience, and preferred cooperative goal structures. Contains 26 references. (Author/KM)

ED 299 900 HE 021 870

Johnston, Joseph S., Jr.; And Others
Unfinished Design: The Humanities and Social Sciences in Undergraduate Engineering Education.
Association of American Colleges, Washington, D.C.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Pew Memorial Trust, Philadelphia, Pa.
REPORT NO.- ISBN-0911696-42-3
PUB DATE- 88

NOTE- 83p.
AVAILABLE FROM- Association of American Colleges, 1818 R St. N.W., Washington, DC 20009 ($9.00, $7.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTORS- Academic Advising; College Curriculum; *Curriculum Design; Educational Innovation; *Educational Policy; *Engineering Education; Higher Education; *Humanities; Liberal Arts; *Social Sciences; Student Educational Objectives; *Undergraduate Study
IDENTIFIERS- Auburn University AL; California State Polytechnic University Pomona; Calvin College MI; Colorado School of Mines; Dartmouth College NH; Harvey Mudd College CA; Massachusetts Institute of Technology; Stanford University CA; University of Florida; University of Illinois Urbana Champaign; University of Rochester NY; University of Virginia; Worcester Polytechnic Institute MA

The results of several studies of the humanities and social sciences in undergraduate engineering education are presented and discussed. The first chapter explains the value of humanities and social sciences coursework and describes briefly some of the obstacles confronting efforts to improve it. The second chapter summarizes the findings of two empirical studies, one of engineering programs policies and one of engineering students' choice of humanities and social science courses. The third chapter briefly describes 13 programs, or parts of programs, that provide liberal education to engineering students in innovative ways. With special attention given to the "typical" engineering school, chapter four suggests criteria for improving humanities and social science coursework and steps to help create a climate and mechanisms to support that improvement. Contains 30 references. (MSE

ED 299 953 IR 013 466

Swan, Karen; Black, John B.
The Cross-Contextual Transfer of Problem Solving Strategies from Lo
to Non-Computer Domains.
PUB DATE- Apr 88

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Cognitive Mapping; Elementary Education; Hypothesis Testing; *Learning Strategies; *Problem Solving; *Programing; Psychological Studies; *Transfer of Trainin
IDENTIFIERS- *LOGO Programing Language; *Mental Models

This report investigated the relationship between learning to program LOGO and the development of problem solving skills. Subjects were 133 students in grades 4-8 who had at least 30 hours of experience with both graphics and lists programming in Logo. Students were randomly assigned to one of three contextual groupings, which received graphics, lists, or both graphics and list problems, according to grade level. Groupings remained constant across six instructional units corresponding to six problem solving strategies believed to be helpful for children programming computers: subgoals formation, forward chaining, backward chaining, systematic trial and error, alternative problem representation, and analogical reasoning. Highly significant differences were found across both contextual groupings and grade levels for all strategies except backward chaining, suggesting that a pedagogy combining a focus on particular aspects of general problem solving, direct instruction, and a mediated learning environment will enable the development of problem solving skills with Logo programming and their transfer to non-computing domains. Highly significant differences were also found between grade levels on measures of subgoals formation, systematic trial and error, and analogy, suggesting that there are developmental differences in students' abilities to acquire and transfer particular problem solving strategies. No significant differences were found between contextual groupings, suggesting that students' abilities to transfer problem solving skills did not vary depending upon the base context(s) in which those skills were acquired. Data results are displayed in one table. (43 references) (EW)

ED 299 985 IR 052 433

Pedraza, Moises

User Education: How To Teach It.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 11p.; Paper presented at the International Federation of Library Associations (IFLA) Pre-Session Seminar on International Colloquium on Education and Training of Library, Information and Archival Personnel (London, England, August 10-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Influences; Developing Nations; Educational Innovation; *Educational Objectives; Foreign Countries; Higher Education; *Information Needs; Learning Processes; Librarians; *Library Education; *Library Instruction; Needs Assessment; Professional Education; Socioeconomic Influences; Technological Advancement; *User Needs (Information); *Users (Information)
IDENTIFIERS- Latin America

This analysis of how to educate information professionals in the work of educating users, and why it is desirable to do so, begins by presenting a general discussion of who the information users are, why they use information, and how information professionals can contribute to educating and helping citizens in Latin America to achieve a better way of life. The paper then discusses the basic factors to be considered in a program of educating information professionals to educate users, including general and specific objectives, what to teach to users, prerequisites, and course contents. A 16-item bibliography is provided. (CGD)

ED 300 013 IR 052 464

IFLA General Conference, 1987. Report to the IFLA Council: The Work of the Professional Board and Index to Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 38p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (53rd, Brighton, England, August 16-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authors; Budgets; *Conferences; Developed Nations; Developing Nations; Foreign Countries; *Indexes; *International Organizations; Library Associations; Problems; Programs; Translation
IDENTIFIERS- *International Federation of Library Associations

The first of two papers in this document is a report describing the work of the International Federation of Library Association's (IFLA) first professional board functioning under the Chicago rule changes of 1985. Topics include changes in the annual meeting structure; changes in the Medium Term Programme 1986-1991 (MTP); coordination with the Core Programmes; and budget. The second paper provides a listing of all papers presented at the 1987 IFLA Council and General Conference with instructions on how to obtain photocopies; an index of the papers listed by session, division, section, and round table, and other papers; and an index by authors. (CGD)

ED 300 044 JC 880 436

Loseth, Lexie; Moreau, Linda
Enticing Mature Females into College.
PUB DATE- May 88
NOTE- 20p.; Paper presented at the National Conference of the Association of Canadian Community Colleges (St. John, New Brunswick, Canada, May 30-June 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Students; Community Colleges; Enrollment Trends; *Females; Foreign Countries; Reentry Students; Student Needs; *Student Recruitment; Two Year Colleges; *Two Year College Students; *Womens Education
Following a review of the literature on mature female students, this paper examines enrollment trends in a selection of colleges in Alberta (Canada) and presents the findings of a survey of returning women students at Red Deer College. The literature review highlights factors related to the personal and professional development of women graduates of baccalaureate programs returning to college, coping strategies among professional and non-professional women returning to school, the historical progress of women in higher education, women in student government, models of adult development, and the needs of returning women. After citing statistics illustrating an increase in the number and percentage of older students and women students at Alberta Colleges, the paper presents the questionnaire used to survey 40 women over 30 years of age attending Red Deer College, and percentage responses. Finally, recommendations for student recruitment, administrative improvements, support services, and faculty involvement are presented. (EJV)

ED 299 818 FL 017 619

Bolander, Maria
On the Acquisition of Word Order Rules in Swedish as a Second Language.
PUB DATE- Aug 87
NOTE- 18p.; Paper presented under the title "On Word Order in Swedish Learner Language" at the World Conference of Applied Linguistics (8th, Sydney, New South Wales, Australia, August 16-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Finnish; Foreign Countries; Language Patterns; *Language Processing; Learning Strategies; *Negative Forms (Language); Polish; Second Language Learning; *Sentence Structure; Spanish; *Swedish
IDENTIFIERS- *Word Order
A study investigating favorable and unfavorable contexts for learning some word order rules in Swedish as a second language is reported. The rules examined are subject-verb inversion after a preposed non-subject in main clauses and the rules for placement of the negative particle. Subjects were 60 adult native speakers of Finnish, Polish, and Spanish. Subjects were divided into six groups according to Swedish language ability and native language. Their use of the Swedish rules was examined in three types of language: free conversation from interviews, picture descriptions, and judgments of the sentence correctness. Results show (1) that high level learners use more inversion structures and more correct structures than low level learners, and (2) that no systematic differences exist between native language groups, different recording occasions, and different speech production tasks with regard to how inversion is used. Differences in rule application appear to be due to the type of construction. It is also concluded that frequent and needed sentences are learned and used as formulas, and that some sentences are stored and processed as units, occasionally violating syntactic rules. Some variability in awareness of the inversion rule is found, with speech production correlated with this awareness. (MSE)

ED 299 847 HE 021 638

"A Margin for Excellence." A Tuition Policy for Public Higher Education in Massachusetts: A Statement of Principles and Policie
Massachusetts State Board of Regents of Higher Education, Boston.
PUB DATE- May 88
NOTE- 36p.; For a related document, see HE 021 639.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; Educational Administration; *Governing Boards; Higher Education; Institutional Administration Master Plans; *Policy Formation; Politics of Education; *Public Colleges; Public Policy; *Statewide Planning; *Student Costs; *Tuition
IDENTIFIERS- *Massachusetts

The Massachusetts Board of Regents of Higher Education's tuition policy is designed to effectively promote rationality and equity and access, improve the margin for excellence via resources to support academic quality and institutional responsiveness, and permit greater public management accountability in public higher education. The policy builds upon one adopted by the Board in 1984 which set forth general principles but stopped short of proposing firm articulation of principle and practice. The seven basic principles that guide the Regent's tuition policy are: tuition and access; tuition and equity; tuition and partnership; tuition and margin for excellence; tuition and the recognition of complete costs; tuition and predictability; and tuition and direct benefits. The policies adopted in order to achieve the stated principles are explained under the following headings: tuition goals; other issues (cost of education, program differentials, part-time students, and out-of state, resident alien, and foreign students); tuition retention, waivers, and remission; expenditure guidelines; tuition waivers and remission programs; and college and university fees. Many of the initiatives to be undertaken as a result of these policies are new and significant departures from current practices. Therefore, a detailed policy evaluation by the chancellor is recommended. The result of the evaluation and any appropriate recommendations shall be presented to the regents. (SM)

ED 299 860 HE 021 737

St. Thomas, Sister
Nursing Curriculum for the 1990s.
PUB DATE- May 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acculturation; Associate Degrees; Bachelors Degrees; Burnout; *College Curriculum; *College Programs; Curriculum Design; *Educational Needs; Enrollment Trends; Higher Education; Job Satisfaction; Mail Surveys; Models; Nursing; *Nursing Education; Questionnaires; Salaries

A survey was conducted of the chairs of the collegiate associate degree and baccalaureate degree nursing programs in New England. The questionnaire concerned curriculum needs for nursing programs, based on a model emphasizing that the fourth year of a nursing program should be a paid clinical practicum. The response rate was 72% (n=45). Results included the following: (1) 82% of respondents believe there is a better curriculum than the current design; (2) 40% believe the proposed model would produce better clinically educated nurses; (3) 45% believe the model would increase enrollments; and (4) a large majority of the respondents indicated a need for management, logic, and ethics courses. Appended are the questionnaire, the cover letter, and a tabulation of responses. Contains 14 references. (KM)

ED 299 913 HE 021 905

Eagle, Eva; And Others
A Descriptive Summary of 1972 High School Seniors: Fourteen Years Later. National Longitudinal Study 1972. Analysis Report. Contractor Report
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-88-406
PUB DATE- Aug 88
NOTE- 148p.; Data Series DR-NLS72-72/86-2.3.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Citizen Participation; College Students; Enrollment; Followup Studies; Higher Education; *High School Seniors; Longitudinal Studies; Marital Status; National Surveys; *Outcomes of Education; *Role of Education; Student Employment
IDENTIFIERS- *National Longitudinal Study High School Class 1972
The sixth in a series of descriptive summaries about the status of 1972 high school seniors, the National Longitudinal Study of the High School Class of 1972, is presented. Four chapters focus on the following: education experiences of the 1972 senior class (enrollment in postsecondary education for 1972 high school seniors, attainment in postsecondary education, and the continued interest in postsecondary education); employment experiences of the 1972 senior class (employment experiences of individuals over time and average hourly wages earned by type of occupation); family formation patterns of the 1972 senior class (marital status in 1986, trends in marriage 1973-1986, trends in marital dissolution 1974-1986, parenting status in 1986, and trends of parenting); and civic participation and attitudes of the 1972 senior class (self-concept and locus of control, civic participation, and opinions about elementary and secondary education). Some of the major findings are as follows: in 1986, 44% of 1972 high school seniors still expected to continue their education; employment patterns differed by sex; in each year between 1973 and 1986, women were more likely than men to have been parents; and substantial proportions of the 1972 seniors agreed that there are serious problems facing elementary and secondary schools. Four appendices consist of methodology and technical notes; tables of regression coefficients and adjusted means; data for figures; and means, standard errors, and sample sizes for tables. Tables are included. (SM)

IFLA General Conference, 1987. Division of General Research Libraries. National Libraries Section. University Libraries and Other General Research Libraries Section. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 79p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (53rd, Brighton, England, August 16-21, 1987).
LANGUAGE- English; French; German; Spanish
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
DESCRIPTORS- *Academic Libraries; Foreign Countries; Information Networks; Library Automation; Library Cooperation; *Library Role; *Library Services; *National Libraries; *Research Libraries
IDENTIFIERS- Library Policy

Of the 11 papers in this collection, three are in German and in English translation; one is in French with an English translation and two are in French only; one is in Spanish with an English translation; and four are in English. The papers include: (1) "Europaische Bibliotheksinitiativen = European Library Initiatives" (Gunther Pflug); (2) "Die Zusammenarbeit Wissenschaftlicher Bibliotheken in den Sozialistischen Landern = The Cooperation of Academic Libraries in the Socialist Countries in Europe" (Radoslaw Cybulski); (3) "National Libraries in a Time of Change" (Maurice B. Line); (4) "Was Ist eine Nationalbibliothek? = What Is a National Library?" (Gunther Pflug); (5) "The National Libraries of Southern Europe: Present Situation and Probable Development" (Maria Luisa Cabral); (6) "La situation des bibliotheques universitaires au Portugal = The Situation of the University Libraries of Portugal," (Maria Jose Moura, in French only); (7) "Las Bibliotecas de Investigacion y el Sistema Espanol de Bibliotecas = The Research Libraries and the Spanish Library System" (Jeronimo Martines Gonzales); (8) "Automation et Cooperation dans les Bibliotheques Universitaires Italiennes = Automation and cooperation in Italian university libraries" (Giovanni Solimine, in French only); (9) "Guidelines for the Security of Loan Exhibitions" (Henry J. Heaney); (10) "'The Many and the One': Implications of Conspectus

Building for Individual University Libraries" (David H. Stam); and (11) "Progress Report on 'The Legislation of the National Libraries of the Countries of the World' for the Period from April 1987 to July 1987" (Lenin State Library of the USSR). (MES)

ED 300 030 IR 052 527

Valauskas, Edward J., Ed.; John, Nancy R., Ed.
Macintoshed Libraries.
Apple Library Users Group, Cupertino, CA.
PUB DATE- 88
NOTE- 90p.
AVAILABLE FROM- Apple Library Users Group, 10381 Bradley Drive 8C, Cupertino, CA 95014 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *Computer Software; Elementary Secondary Education; Futures (of Society); Higher Education; *Library Automation; *Microcomputers; Public Libraries; School Libraries; Special Libraries
IDENTIFIERS- *Apple Macintosh

Contributed by librarians from public, academic, school, and special libraries, the 17 essays in this collection describe ways in which the Apple Macintosh is used in their libraries: (1) "Workstations and the Apple Macintosh" (Edward J. Valauskas); (2) "The Macintosh Experience at Chesapeake College" (Liz Cooper); (3) "ANSEL Character Set for the Macintosh" (Selden Deemer); (4) "The Macintosh Computer at the James M. Milne Library" (Richard D. Johnson); (5) "The Macintoshed Library--Clemson University Library" (Kenneth R. Murr); (6) "Macintosh Applications in the Media Services Department" (Layne E. Nordgren and Michael A. Sieber); (7) "Macintoshes in the University of Illinois at Chicago Library" (E. Paige Weston); (8) "Macintosh Computers, Developing a Local Area Network in the Public Library" (Duncan J. McKenzie); (9) "Nobody Here But Us Evangelists!" (Jean Armour Polly); (10) "The Macintoshing of a Public Library" (Bill Vaccaro); (11) "Using the Macintosh at Lincoln High School Library" (Anitra Gordon); (12) "Computerized Overdue Notices with Access to 512K Extended Macintosh" (Sally Tweedie); (13) "The Macs-imized High School Library" (Ruth Windmiller and Elizabeth Bankhead); (14) "Macintosh in the Apple Library" (Rosanne Macek); (15) "The Corporate Library Macintosh" (Kerry G. Stanley and Diane C. Shaffer); (16) "Macintosh Applications of the Merriam Center Library" (Edward J. Valauskas); and (17) "Examining the Future of Personal Computers and Libraries" (Edward Valauskas). (MES)

ED 300 058 JC 880 472

Muha, Susan; And Others
Redesigning College Job Placement for the 1990s.
Texas Coll. and Univ. System, Austin. Coordinating Board.
SPONS. AGENCY- Richland Coll., Dallas, TX.
PUB DATE- 88
NOTE- 127p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrative Organization; *Career Counseling; *Career Development; Career Planning; Computer Uses in Education; *Employment Services; Guidance Personnel; Higher Education; *Job Development; *Job Placement; Noncredit Courses; Program Evaluation; *Student Employment; Vocational Education

Drawing from an examination of changing economic conditions, student needs, and training demands, this manual suggests an ideal plan for developing or revising existing college job placement services. Chapter 1 reviews the literature on the goals, components, and clients of job placement services. Chapter 2 focuses on organizational concerns, such as placement personnel and their responsibilities, the role of instructors and counselors, planning, facilities, eligibility requirements, and budgeting. After chapter 3 analyzes issues in college placement for non-credit education, chapters 4 through 7 examine the four essential components of job placement services: (1) preemployment preparation, including providing a course and/or non-credit workshops on career planning and integrating their content with other courses and services; (2) job development, including activities to locate and create job opportunities for students; (3) placement of students according to their education and abilities; and (4) conducting follow-up surveys of participants and employers and monitoring the marketplace for new and changing needs. Finally, chapter 8 examines the evaluation of placement services, identifying the kinds of data to be collected and sources of the information. Appendixes present samples of news releases, survey instruments, forms for record keeping, and other relevant materials. (AAZC)

ED 300 072 JC 880 488

Fish, Donna Marie
Culture and Form: Social Organization and the Community College. Working Paper Series Number 1-88.
Broome Community Coll., Binghamton, NY. Inst. for Community Coll. Research.
PUB DATE- Jan 88
NOTE- 35p.; Summary chapter of a Ph.D. Dissertation, Cornell University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *College Environment; College Faculty; *College Role; *Community Colleges; Educational Attitudes; *Faculty College Relationship; Participant Satisfaction; Social Values; Student Attitudes; *Student College Relationship; Teacher Attitudes; Two Year Colleges; Two Year College Students
A study was conducted to investigate the role of the community college in the lives of students and staff, and to examine the relationship between organizational structure and institutional culture. The study methodology involved in-depth interviews, questionnaire surveys, and observations at one State University of New York community college, and additional interviews at other sites to test the generalizability of the single-campus data. Study findings included the following: (1) the student profile changed dramatically during the past 20 years, with trends toward increasing proportions of women, older students, and middle-class students; (2) the community college was the first educational choice of the majority of respondents, whose reasons for attending included accessibility, affordability, and the benefits associated with going to a "well respected" college; (3) students' major criticisms concerned the lack of social and cultural opportunities at the college; (4) comparatively small classes, rewards for effective teaching, an emphasis on student evaluations, and a folklore concerning student/teacher relationships reinforced positive student perceptions of the college; (5) faculty and staff identified strongly with the college and with the idea of service to the students and community; and (6) major sources of job satisfaction among faculty and staff were classroom experiences, interactions with students, opportunities for mentoring, and supportive relationships with colleagues. Literature on organizational culture and the community college's social role is cited throughout the report, and a 140-item bibliography is included. (AYC)

ED 300 159 RC 016 739

Outdoor Education. Exemplary Practice Series.
Phi Delta Kappa, Bloomington, IN. Center on Evaluation, Development, and Research.
PUB DATE- Nov 87
NOTE- 266p.; Portions contain small print. Photographs will not reproduce clearly.
AVAILABLE FROM- Publication Sales, Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - General (020)
DESCRIPTORS- Adventure Education; Elementary Secondary Education; *Environmental Education; Inservice Education; Outdoor Activities; *Outdoor Education; Program Guides

This guide provides basic background information about outdoor and environmental education for interested educators. Collected articles summarize current thought, trends, and practices in outdoor and environmental education. Examples of current programs are selected to demonstrate both the variety and excellence of programming in this area. These programs are found in a range of settings, as self-contained units, or as part of a larger curriculum. Articles included define the field of outdoor and environmental education and its place in the school curriculum. Outdoor or environmental education programs are relevant in a variety of curriculum areas. Programs are adaptable for atypical students including the mentally and physically impaired. The guide lists and describes successful practices in use around the United States at the school, district, and regional levels. Outdoor and environmental education programs are equally applicable to rural schools in the west and urban schools in the east. They can also be implemented in grades K-12 across an entire district, or they may involve a residential facility that serves multiple school districts. Appendices include information about programs available nationally. Also included is a small sample of colleges or universities that provide programs for teacher inservice education and staff development in environmental education as well as programs for K-12 students, and a fact sheet describing outdoor education resources and references. (DHP)

ED 300 172 RC 016 783

Andreoni, Helen; Nihas, Vasiliki
A Rationale for Intercultural Education. NACCME Commissioned Research Paper No. 4.
National Advisory and Co-ordinating Committee on Multicultural Education, Woden (Australia).
PUB DATE- Mar 86
NOTE- 59p.; For related document, see ED 286 259.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *Curriculum Development; *Educational Objectives; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Multicultural Education; Social Bias; Teaching Methods
IDENTIFIERS- *Australia

The success of Australian intercultural education programs depends on total commitment from educational authorities, community support and expertise, and government endorsement. Program development for intercultural education studies will take place at national, state, and local levels; the objectives of such programs must be consistent. One set of objectives related to ethnicity, cultural identity, and cultural interaction aims to minimize dissonance between the learner and the education system. A second set deals with social inequity by providing opportunities for participation in planning, management, and decision making processes. The main protagonists of intercultural education are educational administrators, teachers, pupils, and Aboriginal or ethnic minority parents and communities. These four groups should take part in program implementation processes: consultation, research and critical analysis, cultural awareness training, and coordination and information dissemination. Intercultural education programs may be subject-based programs with a multicultural perspective, or interdisciplinary studies that may focus on how society works and how students can make the system work in their best interest.

Current programs employ one or more of the following classroom strategies to reduce prejudice: (1) direct neutral teaching about race and culture; (2) direct value-laden teaching about race and culture; (3) experiential strategies involving the vicarious experience of belonging to another ethnic group; (4) confrontationist strategies that bring prejudice into the open; and (5) cross-cultural contact. 40 references. (SV)

ED 299 926 HE 021 925

Contexts for Assessment. AAHE Bulletin. October 1988.
American Association for Higher Education, Washington, D.C.
PUB DATE- Oct 88
NOTE- 15p.
AVAILABLE FROM- American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Educational Assessment; Educational Planning; Higher Education; Role of Education; School Effectiveness; Student Evaluation; Writing Evaluation; *Writing Skills
IDENTIFIERS- *College Outcomes Assessment; Educational Issues

Three articles on assessment in higher education include the following: "More Savvy, Good Signs, Next Steps: A Report on the Third National Conference on Assessment in Higher Education," by Pat Hutchings, on tapping expert judgment, getting students invested, and deepening understanding; "Perspectives on General Education and Its Assessment," by Ted Marchese, an interview with John Harris and Jerry Gaff; and "Process vs. Product: Assessing Skills in Writing," by Edward M. White. (SM)

ED 300 100 JC 880 574

Toward the Year 2000: The Future of the Virginia Community College System.
Virginia State Dept. of Community Colleges, Richmond.
PUB DATE- Nov 88
NOTE- 82p.; Report of the Committee on the Future of the Virginia Community College System.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Curriculum; College Faculty; *College Planning; Community Colleges; Cooperative Programs; Educational Facilities; Educational Finance; Instructional Improvement; Leadership; *Long Range Planning; Marketing; Outcomes of Education; School Holding Power; *Statewide Planning; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Virginia

Based on the work of the Committee on the Future of the Virginia Community College System and group discussions by 100 representatives of colleges, business/industry, and state bodies, this long-range plan offers guidance for the development of the community college system for the remainder of the century. Following introductory information on the development of the plan and the history and mission of the community colleges in Virginia, the 11 sections of the plan examine: (1) state and national trends in student characteristics and the issues of educational access and affirmative action in student recruitment; (2) curricular concerns, including comprehensiveness, the core of common learning, international studies and foreign languages, lifelong learning, developmental studies, and literacy; (3) the colleges' role in community education, community services, and economic development; (4) partnerships with elementary and secondary schools, four-year institutions, employers, state agencies, and other community colleges; (5) excellence in teaching and the impact of technology on instruction; (6) personnel issues, such as faculty and staff development and renewal, the employment of part-time versus full-time faculty, and affirmative action; (7) marketing and retention programs; (8) space, maintenance, and renovation requirements; (9) financial concerns, including revenue for operations, the appropriation process, distribution of resources, and expenditures; (10) assessment and accountability; and (11) leadership needs. (AYC)

ED 299 789 EC 211 068

Wehman, Paul; And Others
Supported Competitive Employment. Section II.
PUB DATE- 87
NOTE- 23p.; Three papers from the Proceedings of the National Conference on the Transition of Profoundly/Multiply Handicapped Deaf-Blind Youth (Washington, DC, April 7-10, 1986); see EC 210 066.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
DESCRIPTORS- Adults; *Deaf Blind; *Delivery Systems; Employment Level; *Employment Opportunities; *Employment Services; Job Performance; Job Training; *Multiple Disabilities; Normalization (Handicapped); Program Development; *Severe Disabilities; Transitional Programs
IDENTIFIERS- *Supported Competitive Employment

This compilation brings together various conference papers and a working group report on the topic of supported competitive employment for people with deaf-blindness and other profound disabilities. The title paper by Paul Wehman and Janet Hill studies 21 Profoundly/Multiply Handicapped Deaf-Blind Youth, April 7-10, 1986, Washington, DC. The title paper by Wehman and Hill studies 21 severely/profoundly mentally retarded adults working in competitive employment. The study found that the work obtained for the participants caused a multitude of other benefits to occur. However, participants were unable to find full-time employment and were placed primarily in entry-level service positions sometimes considered demeaning. A response by Kevin Lessard, titled "A Look at the Need to Further Organize and Design Services," comments on the programmatic needs of individuals with profound handicaps, the development of transitional services, and the issues of parents' rights and professional accountability. A brief response by Nancy Norman, titled "The Vocational Rehabilitation Perspectives," examines the performance evaluations, employer attitudes, and costs of the competitive employment program reviewed in Wehman and Hill's study. The report of the Working Group on Independent Living/Vocational Issues contains a belief statement and outlines a service delivery approach, issues and considerations, and recommendations. (JDD)

ED 299 804 FL 017 603

Bull, Tove
The Influence of Multilingualism on a Northern Norwegian Dialect.
PUB DATE- Aug 87
NOTE- 19p.; Paper presented at the World Congress of Applied Linguistics (8th, New South Wales, Australia, August 16-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Diachronic Linguistics; Finnish; Foreign Countries; Interference (Language); *Linguistic Borrowing; *Multilingualism; *Norwegian; *Nouns; *Phrase Structure; *Regional Dialects; Sex Differences
IDENTIFIERS- Gender (Language); Language Contact; Norway; *Sami
The noun phrase of the Norwegian dialect of the multilingual village of Skibotn, in northern Norway, is analyzed. Attention is focused on the possible influence of two other languages, Finnish, an imported language, and Sami, the original language of the area, in the development of three different clusters of features characteristic of nominal expressions at Skibotn. Substratum elements in the language spoken by people of both sexes and of different ages are examined, concentrating on the gender system and the use of definite versus indefinite forms of the noun. It is concluded that in a multilingual situation, even the majority language is subject to interference from minority and less prestigious languages, even when the speaker is a monolingual native speaker of the majority language. (MSE)

ED 299 834 FL 017 648

Pappas, Christine C.
Exploring the Generic Shape of "Information Books": Applying Typicality Notions to the Process.
PUB DATE- Aug 87
NOTE- 42p.; Paper presented at the World Conference of Applied Linguistics (8th, Sydney, New South Wales, Australia, August 16-21 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Books; *Childrens Literature; Comparative Analysis; *Content Analysis; Literary Criticism; *Literary Genres; Picture Books; Readability; *Research Methodology
A study examined the general structure of children's information books and their use of language. A corpus of over 110 information books was examined for (1) obligatory elements of the genre, (2) optional elements, (3) iterative or repeating elements, (4) elements with fixed orders of occurrence in relation to other elements, and (5) elements with an optional or variable order of occurrence in relation to other elements. The analysis identified six global elements: topic presentation, description of attributes, characteristic events, category comparison, final summary, and afterword. The first three are obligatory, and the second three are optional and varying in frequency. Despite some patterns in elements, many of the books were not easily differentiated as belonging to the information book or the story-book genre, a problem attributable to the book's topic presentation and semantic properties. It is concluded that the notion of "typicality" is useful in examining and describing book genre, and may also suggest some new approaches to creativity in language use and to the question of the general nature of genres. (MSE)

ED 299 887 HE 021 812

Postsecondary Fall Enrollment, 1986. E.D. TABS.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-88-215
PUB DATE- Jul 88
NOTE- 115p.; Data Series IPEDS 86/87-1.1.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Attendance Patterns; College Attendance; Educational Trends; Enrollment Rate; *Enrollment Trends; Higher Education; Majors (Students); *National Surveys; *Postsecondary Education; Racial Factors; Sex Role; Two Year Colleges
IDENTIFIERS- Higher Education General Information Survey; Integrated Postsecondary Education Data System

Data are presented from the 1986 Fall Enrollment survey, a component of the new Integrated Postsecondary Education Data System (IPEDS), which supercedes the Higher Education General Information Survey (HEGIS). Data are included for responding postsecondary institutions, including a universe survey of 5,901 4-year, 2-year, and less than 2-year (public), institutions and a sample survey of 1,001 less than 2-year (private) institutions. The overall response rate was 78.7 percent. Three fall enrollment survey forms were used for data collection. Data were collected from all four- and two-year schools by attendance status, level of enrollment, and race/ethnicity and sex of student. In addition, the 4-year schools were requested to provide enrollment by selected fields of study. Information is included on status of data, response rates, imputation, data editing, sample design, sampling errors, non-sampling errors, and students included and excluded from the report. A glossary of key terms is provided. Table categories are as follows: all postsecondary institutions, fall 1986; all postsecondary institutions by race/ethnicity, fall 1986; all institutions of higher education, fall 1986; all institutions of higher education by race/ethnicity, fall 1986; and response rates. Contains 19 tables. (SM)

ED 299 939 HE 021 978

vonDestinon, Mark
Chicano Student Persistence: The Effects of Integration and Involvement. Internal Report Series, Report No. 14.
Arizona Univ., Tucson. Center for Research on Undergraduate Education.
PUB DATE- Oct 88
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Persistence; College Attendance; Dropout Prevention; *Dropout Research; Equal Education; Higher Education; *Hispanic Americans; Integration Studies; Minority Groups; School Holding Power; *Student Attrition; Student College Relationship; Student Participation
IDENTIFIERS- Chicanas; *Chicanos
An overview of the theories of Tinto and Astin on student integration and involvement with references to the Chicano student dropout rate and persistence is provided. Topics include the following: the effects of integration and involvement; Tinto's theory of student departure; Astin's theory of involvement; linking integration and involvement; Tinto's model; studies applying Tinto's model to Hispanics; studies on Hispanic and Chicano students; women; academic preparation of Chicano students; academic integration of Chicanos; availability of support services; faculty/student interaction; social integration; commitments/expectations; family support; family attitude toward education; parents' education and income; and finance. The studies reviewed identified Chicano student characteristics corresponding closely to those variables influencing attrition hypothesized by Tinto. Chicano students reported being poorly prepared by their high schools for college. Services provided by the institution and interactions with faculty were two areas which helped contribute to their persistence. Their social integration into the institutional environment also contributed to their persistence as did family support. Finances emerged as critical in the persistence decision, primarily due to the low socioeconomic status of the Chicano population. Indications are that the educational experience is different for males and females. Tables are included. Contains 103 references. (SM)

ED 300 014 IR 052 510

Harriman, Sigrid G., Ed.
Intellectual Property Rights in an Electronic Age. Proceedings of the Library of Congress Network Advisory Committee Meeting (Washington, D.C., April 22-24, 1987). Network Planning Paper No. 16.
Library of Congress, Washington, D.C. Network Development Office.
REPORT NO.- ISBN-0-8444-0592-2
PUB DATE- 87
NOTE- 68p.; For the OTA report on which this conference was based, see ED 272 173.
AVAILABLE FROM- Customer Service Section, Cataloging Distribution Service, Library of Congress, Washington, DC 20541.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bibliographic Databases; *Copyrights; *Electronic Publishing; *Intellectual Property; Legal Responsibility; Online Vendors; *Public Policy; Technological Advancement
IDENTIFIERS- Librarian Attitudes; *Library of Congress

This document presents the proceedings of a conference on the issues of intellectual property rights in a technology-driven environment. Following an introduction which summarizes the conference presentations and discussions, copies of the five presentations are provided: (1) "The OTA (Office of Technology Assessment) Report on Intellectual Property Rights" (D. Linda Garcia), which provides a general overview of the OTA report; (2) "The End of Copyright" (Robert J. Kost), which provides a legal overview of the OTA report; (3) "The New Technologies" (Ralph Oman), which presents the position of the appropriate U.S. Congressional Subcommittee on intellectual property rights; (4) "Current Bibliographic Database Ownership Issues" (W. David Laird), which presents a librarian's view of these issues; and (5) "ACS (American Chemical Society) Journals Online: Is It Being Downloaded, Do We Care?" (John A. Hearty and Barbara F. Polansky), which presents real-life property rights situations in the private sector with possible solutions. Also included is a summary of the Business Meeting of the Library of Congress Network Advisory Committee. Two appendixes contain the meeting agenda and a status report on National Information Standards Organization Standards Activities as of April 3, 1987.

ED 300 087 JC 880 508

Career Student Follow-Up, Class of 1986-87.
Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.
PUB DATE- Aug 88
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Graduates; College Transfer Students; Community Colleges; Education Work Relationship; *Employer Attitudes; *Employment Patterns; Followup Studies; Graduate Surveys; *Outcomes of Education; Personnel Evaluation; School Surveys; Two Year Colleges; *Vocational Education; Vocational Followup; Wages

In January 1988, a follow-up study was conducted of students who had completed a career program at Kansas' Johnson County Community College (JCCC) in 1986-87 to determine their educational and employment status and the relationship of their work to their program of study. Telephone interviews were completed with 337 of the 482 graduates, and an additional 29 graduates responded to a mailed questionnaire. Study findings included the following: (1) 54.9% of the graduates had been employed at their current job for one year or less; (2) for 50.9% of the graduates, their current job was their first in the field; (3) the average wage of the graduates was $9.39 per hour; (4) 25.4% were enrolled in an educational program at the time of the survey; (5) 32.2% spent one month or less actively seeking employment after leaving JCCC, and 25.4% were hired after their first interview; and (6) though 88.5% rated their job as "excellent" or "good" overall, 30.4% felt that the potential for advancement was "fair" or "poor." In February 1988, surveys were conducted of the employers of 178 graduates of the 291 working in a job related to their JCCC training. Employers were asked to rate the graduates' conceptual and technical knowledge, work attitudes, quality of work, communications and interpersonal skills, and overall job preparation, and to provide projections concerning anticipated job openings and wages in the field. Responses from 82.6% of the employers indicated a high degree of satisfaction with the JCCC graduates, with 88% rating their job preparation as "good." (AYC)

ED 300 132 PS 017 629

Primary Education in Finland. Project No. 8: Innovation in Primary Education.
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT-84-89-rev.
PUB DATE- 8 Sep 88
NOTE- 10p.; For related documents on the Council for Cultural Co-operation (CDCC) Project No. 8 on "Innovations in Primary Education," see PS 017 403-406, PS 017 415-417, and PS 017 472-474.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Policy; *Elementary Schools; Foreign Countries; Government Role; Preschool Education; *Primary Education; School District Autonomy; *School Districts
IDENTIFIERS- *Finland

Finland provides compulsory schooling for ten years, starting from age 7. The comprehensive school is divided into a 6-year lower stage and a 3-year upper stage, and schools are maintained by local municipalities, which also draw up the curricula. Schooling before age 7 is usually handled by social agencies, although a small number of 6-year-olds in sparsely populated rural areas receive government-sponsored preschool education. There were 378,000 children in the lower stage of comprehensive school and 3,863 schools in 1887/88. Most of these schools were small school units with combined classes. A system of "lesson hours" is used to apportion teaching group formation, and there are required amounts of remedial teaching. Children go to school 5 days per week (for a total of 190 days per year), for 5 hours in grades 1 and 2, and for 6 hours in grades 3-6. The government determines subjects taught, although emphasis varies from place to place. Most class teachers have Master's degrees, and schools also have access to psychological, medical and dental practitioners. Each school is governed by a 7-member board. Many municipalities are developing new curricula that emphasize innnovative methodology and integration of subject areas. (SKC)

ED 300 147 PS 017 653

Calvert, Sandra L.; And Others
Computer Presentational Features for Young Children's Preferential Selection and Recall of Information.
PUB DATE- May 88
NOTE- 26p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, LA, May 1988). Supported by a grant from the Research Council at the University of North Carolina, Greensboro.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Auditory Stimuli; *Computer Software; Preschool Children; Preschool Education; *Recall (Psychology); *Selection; *Visual Stimuli
IDENTIFIERS- *Microworlds; Modality Preference
The purpose of this study was to examine the impact of visual and auditory presentational features on young children's selection and memory for verbally presented content. Assessed as a function of action and sound were preschool children's preferential selection and recall of words presented in a computer microworld. A computer microworld consists of scenarios providing options to move various objects on a static but vivid pictorial background. The objects, called "sprites," are programmed to have particular shapes, colors, movements, and sounds. In this study, 40 preschoolers, equally distributed by sex, were randomly assigned to one of four versions of a microworld. Within each version, 24 sprites were randomly assigned action and sound properties. The experimental design was counterbalanced so that in each version every sprite assumed all possible factorial combinations of action and sound. Children preferentially selected and recalled more words presented with action than words presented without action. Although children selected sounds, sounds interfered with children's recall of linguistic information. Results supported an action superiority hypothesis and an auditory interference hypothesis. These results suggest that action should be an integral component of educational computer software designed for young children. Cited are 25 references. (RH)

ED 300 116 PS 017 587

Miller, Beth R.
Learning: How the Brain Acquires Information.
PUB DATE- 87
NOTE- 72p.; Supercedes ED 282 768.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; Elementary Education; *Elementary School Students; Grade 4; *Instructional Materials; *Student Projects; *Teaching Methods; *Units of Study
IDENTIFIERS- *Brain; *Brain Functions
Eight units of instruction and four projects comprise a curriculum on the brain and information processing for fourth grade students. Units, which frequently involve a guest speaker, focus on intelligence and creativity, the appearance and mechanisms of the brain, the five senses, the art and science of perception, language, reading, a field research day at the Pacific Science Center, and, finally, a "brain-drain" fair for display of student projects. Projects include the keeping of a mind or dream journal, a class literary magazine, and a class scholarly journal. Each unit is described in detail. Included in the curriculum materials are 19 handouts of information for teachers or for use in instruction. (RH)

ED 299 819 FL 017 621

Lee, William R.

One or Two Knotty Points and Vexed Questions about the Teaching of English Internationally.

PUB DATE- Mar 87
NOTE- 12p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (21st, Westende, Belgium, April 12-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communicative Competence (Languages); *Educational Principles; *English (Second Language); Foreign Countries; *Language Variation; *Mutual Intelligibility; Second Language Instruction; Standard Spoken Usage
IDENTIFIERS- *Authentic Materials

Two broad issues in the international teaching of English as a second language are discussed: the language standard to be taught (i.e., British, North American, Canadian, Australian, or some other native form), and mutual intelligibility as a principle by which to teach English. It is proposed that while language models are necessary for the learner, international toleration of differing English usages is even more important, and that while it is not possible to define an "international English," it is possible to begin to eliminate the causes of flawed comprehension or miscommunication. Greater focus in modern language instruction on the cultivation of clear speech and on general speaking ability is recommended. The definition of authenticity in learning materials is seen as less important than that the language taught be useful for communicating whatever is to be communicated. Further study of what contributes to effective or ineffective communication is encouraged. (MSE)

ED 299 848 HE 021 639

Mitchell, Peter M.; Dars, Lewis

A Proposed Tuition Policy for Higher Education in Massachusetts. Analysis and Recommendations.

Massachusetts State Board of Regents of Higher Education, Boston.
PUB DATE- May 88
NOTE- 108p.; Attachments A, D, and C contain marginally legible print. For a related document, see HE 021 638.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; College Administration; Community Colleges; Educational Finance; Fees; *Governing Boards; Higher Education; Master Plans; *Policy Formation; Politics of Education Public Colleges; Public Policy; *Statewide Planning; Student Cost *Tuition
IDENTIFIERS- *Massachusetts; Tuition Waivers

Legal and policy initiatives to achieve various tuition policy goals are proposed for the Massachusetts Board of Regents of Higher Education. The suggested tuition policy builds on the policy adopted by the Board in 1984. Details are provided on tuition and access, tuition and equity, the margin for excellence, tuition and fees, and predictability. A background on the subject focuses on the Regent's current policy and on policies in other states. Tuition charges are discussed in terms of tuition goals, implementation, and other issues, and 13 recommendations are made (i.e., tuition rates at community colleges should be set at 25% of the average cost per student; the maximum increase in any one year for resident students should not exceed 9%). Tuition retention and waivers are discussed with an emphasis on tuition retention, tuition remission waivers, and net retained tutition and expenditure guidelines. Four recommendations are made regarding college and university fees. A policy evaluation is included. Overall, this report calls for significant increases in tuition as well as several mechanisms to insure that students in need are protected. Six attachments are: a copy of the 1984 "Tuition Policy"; an outline of tuition policies in other states; a table showing state supported student enrollments by institution for 1987; a policy statement on the tuition waiver program; waiver cost estimates; and a report on public university and college undergraduate student fees. Tables and figures are included. (SM)

ED 299 861 HE 021 739

Proceedings of the Conferences on Excellence. Regents Advisory Committee on Graduate Study Conference on Excellence (Salt Fork State Park, Ohio, November 3-4, 1983) and Conference on Selective Excellence (Salt Fork State Park, Ohio, November 1-2, 1984).
Ohio Board of Regents, Columbus.
PUB DATE- 87
NOTE- 105p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Administrative Policy; *Administrator Attitudes; *Administrator Role; College Administration; College Faculty; *College Planning; College Presidents; College Programs; Deans; Educational Policy; *Educational Quality; *Excellence in Educatio *Higher Education
IDENTIFIERS- Ohio; Provosts
The conferences reported in this document represent two phases of process that has resulted in an array of programs to strengthen publicly assisted higher education in the state of Ohio. The following conference papers are provided: "A State Perspective on Excellence (and What Is Excellence?)" (Paul J. Olscamp); "The Role of the Graduate Dean in Achieving Excellence" (Robert E. Powell); "The University's Assessment of Excellence--A Provost's View" (Noel L. Leathers); "The Administration of Excellence--A University's Options" (Wimberly C. Royster); "Setting Priorities (Short Term and Long Term) To Achieve Selective Excellence" (Charles J. Ping); "Setting Priorities To Achieve Selective Excellence" (Michael R. Ferrari); "The Role of the Graduate Dean in Promoting Selective Excellence in Graduate Education and Research" (Harold L. Allen); "How to Make the Best Use of Good Programs and Faculty" (Leo F. Solt); and "The Chancellor's View of Selective Excellence" (William B. Coulter). Agendas and lists of participants are also provided for each conference. (KM)

ED 299 874 HE 021 759

The Brakely Compensation Report. A Report on the Compensation of Chief Development Officers in Higher Education for 1986.
Brakely, John Price Jones, Inc., Stamford, CT.

PUB DATE- 87
NOTE- 28p.
AVAILABLE FROM- Brakely, John Price Jones, Inc., 1600 Summer St., Stamford, CT 06905 ($25.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrators; Age; College Administration; *Compensation (Remuneration); Educational Background; *Fund Raising; Geographic Distribution; Higher Education; Institutional Characteristics; Middle Management; National Surveys; *Organizational Development; Questionnaires; *Salaries; Sex Differences

In the second annual national compensation survey of chief development officers (CDOs) in higher education institutions, 268 respondents provided career histories and compensation information for their own positions and base salary information for mid-level staff positions in the development offices they manage. Highlights of the findings include these: The average CDO salary in the sample is $59,622, with the range from $22,500 to $130,000, and geographic location was not found to be a critical factor in compensation level. Institutional characteristics and performance indicators such as amount of money raised, experience, and management skills correlate closely with compensation. Women average 81.2 cents for each dollar earned by men, with women making up 17.2% of the sample. Four position titles generic to the CDO were found. The average CDO age is 47, with the highest salaries earned by the 50-to-59-year group. About two-thirds have earned advanced degrees, mostly master's degrees. A total of 714 professional mid-level staff positions (director of development, director of planned giving, director of special/major gifts, director of annual giving, director of corporate/foundation gifts) are accounted for by the CDO sample. Their position distribution, gender distribution, and salaries (also distributed by gender) are reported. (A list of survey participants and the Higher Education Development Salary Survey questionnaire is appended.) (MSE)

ED 299 901 HE 021 871

Morrison, James L.
Developing a Comprehensive Environmental Scanning System: A Case Study.
PUB DATE- Jul 88
NOTE- 20p.; Paper presented at a meeting of the Society for College and University Planning 23 Environmental Scanning Network (Toronto, Ontario, July 31-August 3, 1988).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Organization; Case Studies; *College Planning; *Educational Environment; *Higher Education; *Information Needs; *Management Information Systems; Program Descriptions
IDENTIFIERS- *Environmental Scanning; *University of Georgia
The environmental scanning system at the University of Georgia Center for Continuing Education uses a technique developed in the corporate world to systematically gather and evaluate information from the external environment for decision-making within the institution. It is designed to reduce the randomness of information flowing into the organization and provide managers with early warnings of changing external conditions. The University of Georgia system, initiated in 1985, uses volunteer staff members as scanners to systematically and regularly review assigned information resources for emerging trends, changes in previously identified critical trends, or potential events with implications for the organization. Information is reported quarterly, and will be computerized. The Strategic Planning Executive Committee and the Environmental Planning Evaluation Committee review the information, the first for organizational planning and the second for its usefulness as a link with planning. The information and its analysis are disseminated widely in the institution. Since 1985, the system has identified a number of issues critical to some dimension of the Center's operation, and a number of additional benefits to the organization have been noted. Contains 39 references.

ED 299 927 HE 021 927

Cote, Lawrence S.; And Others
Establishing a Corporate Campus: Penn State Valley.
PUB DATE- Apr 88
NOTE- 26p.; Paper presented at the Mid-Atlantic Conference of the Society for College and University Planning (Baltimore, MD, April 15-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150

Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Adult Education; Continuing Education; *Corporate Education; Educational Opportunities; *Extension Education; Facility Expansion; Higher Education; *Nontraditional Education; *School Business Relationship; Site Development; State Universities
IDENTIFIERS- *Penn State Great Valley PA; Pennsylvania; *Pennsylvani State University

A case study reviewing the process of establishing Penn State Grea Valley (the first permanent campus facility erected in a corporate park in the United States) is presented. This is a tangible symbol of the degree to which American universities are reaching beyond traditional boundaries to serve adult learners who are place bound and often well into active careers. Information is provided as follows: introduction (case study focus and profile of Penn State Great Valley (formerly King of Prussia Center for Graduate Studies and Continuing Education); strategic planning: genesis of Penn State Great Valley (strategic planning process, external assessment, internal assessment, and strategic planning goals and action plan); establishing a permanent location (authorization to proceed, ad hoc planning stage, and fiscal analysis and debt service); operating budget model; and facility siting and design. The developer-university partnership is discussed, noting that the concept for Penn State Great Valley was the result of a detailed strategic planning process which conceived the new facility as a strategic opportunity for Penn State in Pennsylvania's major metropolitan area. Penn State Great Valley is a timely response to a unique set of environmental conditions. It appears that developer-university partnerships forged to create unique adult learning campuses established as part of business settings may offer useful options for responding to these requests for expanded services. Two attachments are: (1) scatterplot of fall, 1984 credit student enrollment displayed by residential address, and (2) scatterplot of fall, 1984 credit enrollment displayed by employer address. (SM)

ED 299 954 IR 013 467

McAleese, Ray
From Concept Maps to Computer Based Learning: The Experience of NoteCards.
PUB DATE- Apr 88
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; *Computer Assisted Instruction; Computer Graphics; *Computer Software; *Computer System Design; Concept Formation; *Expert Systems; Man Machine Systems; Videodisks
IDENTIFIERS- *Concept Maps; *Hypertext; Intelligent CAI Systems
This paper begins with a description of the context and background of cognitive research into knowledge acquisition and representation for computer based training. The nature of concept maps is alluded to and examples are given of the ways that maps can facilitate knowledge elicitation. It is noted that: (1) the concept knowledge in this research is acquired and reported by a hypertext system called NoteCards; (2) NoteCards is used as a pre-processor to computer based training applications, and the metaphorical structure created by NoteCards and displayed to browsers is used in hypertext navigation; and (3) visual examples of concepts are held on a videodisc attached to the workstation that runs NoteCards. It is concluded that NoteCards provides a useful environment for experimenting with knowledge elicitation and providing a trainee/learner-based interrupt interface to computer based training. The six figures provided include concept maps, an equipment layout diagram, and a hypertext explanation and video picture. (19 references) (Author/EW)

ED 299 986 IR 052 434

de Mirander, Antonio L. Carvalho
The Role of Professionalism in Curriculum Development for Information Personnel: The Case of Brazil.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 18p.; Paper presented at the International Federation of Library Associations (IFLA) Pre-Session Seminar on International Colloquium on Education and Training of Library, Information and Archival Personnel (London, England, August 10-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Archives; Cultural Influences; *Curriculum Development; Developing Nations; *Educational Change; *Government Role; Information Dissemination; *Information Science; Librarians; Museums; Political Influences; *Professional Training; Scientific and Technical Information; Socioeconomic Influences; Teaching Methods; Technological Advancement; *User Needs (Information)
IDENTIFIERS- Corporatism
This paper proposes minimum curricula and the foundations for future curriculum unification in teaching archeology, library science, and museology at the graduate level in Brazil, in view of current cultural and legal difficulties that hamper a radical and rapid transformation in implementing such a proposed curriculum. Background information leading to the unified curriculum proposal include: (1) discussions of the current role and limitations of the information scientist in Brazil; (2) limited access to information by the mass population; (3) state regulations and restrictions; and (4) the need for unification of, and participation by, those in the profession. (11 references) (CGD)

ED 300 045 JC 880 444

Mertes, Barbara F.
Strengthening the Partnership: California's Community Colleges and the Secondary Schools. Community College Issues, Volume 1, Number 4, March 1988.
California Association of Community Colleges, Sacramento.
SPONS. AGENCY- California State Dept. of Education, Sacramento.

PUB DATE- Mar 88
NOTE- 28p.
AVAILABLE FROM- Community College Issues Subscriptions, California Association of Community Colleges, 2017 "O" St., Sacramento, CA 95814 ($30.00 per six-issue volume).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Ancillary School Services; Articulation (Education); *College School Cooperation; *Community Colleges; *Cooperative Programs; Curriculum Development; High Schools; Information Needs; State Surveys; Two Year Colleges
IDENTIFIERS- *California

A study was conducted in California to investigate the perceptions of public secondary school principals and district superintendents of schools regarding the relationship between community colleges and secondary schools. Specifically, the study sought to determine: (1) the community colleges which high school graduates primarily attended and the percentage of seniors who attended; (2) the availability of special programs for high school students and the current status of concurrent enrollment practices; (3) articulation practices of high schools and community colleges; (4) the status of working relationships between community college and high school faculty, counselors, and administrators; (5) the provision of information to high schools by community colleges regarding curriculum coordination, transfer requirements, and student support services; (6) ratings of applicable services provided to the high schools by the community colleges; and (7) the services which community colleges could provide to enhance working relationships between the two segments of public education. The study revealed that one-third of the high schools had formed an articulation council with a community college, one-third did not receive information from the colleges concerning support services, and almost one-half indicated that joint curriculum review by high school and community college faculty was current practice. Suggestions for improving relations between colleges and schools are included. (EJV)

ED 299 970 IR 013 485

Schlenker, Richard M.
Developing Simple Budgets Using the AppleWorks Spreadsheet Subprogram, Apple IIe or GS Computers, and a Single Disk Drive.
PUB DATE- Jun 88
NOTE- 41p.; For other guides in this series, see IR 013 483-488.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Budgets; *Computer Software; Database Management Systems; Disk Drives; Floppy Disks; Guidelines; Keyboarding (Data Entry); *Microcomputers
IDENTIFIERS- *AppleWorks; *Spreadsheets

This manual is a "how to" training device for developing spreadsheet files in the AppleWorks program using an Apple IIe or Apple IIGS Computer with a single disk drive. The manual provides step-by-step directions, and includes 36 figures depicting the computer screen at the various stages of the spreadsheet development sequence. (EW)

ED 300 059 JC 880 473

Software Development Program.
Collin County Community Coll., McKinney, TX.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- Jun 88
NOTE- 101p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Associate Degrees; Community Colleges; *Computer Science Education; *Computer Software; Course Content; *Curriculum Development; *Job Analysis; *Minimum Competencies; Occupational Surveys; Program Descriptions; Programing Languages; Technical Occupations; Two Year Colleges; Vocational Education

The Software Development Program described in this report was developed at Collin County Community College as a pilot associate degree program for the State of Texas. Drawing from an employer needs assessment and a DACUM (Developing a Curriculum) process, the two-year associate in applied science (AAS) program was developed to train scientific programmers in the competencies required to enter the job market as entry-level software engineers. Chapter 1 presents the methodology and results of three needs assessment surveys of local scientific development companies. Graphs are included, showing employers' rankings of the value of coursework in specific programming and technical skills. Chapter 2 begins with an outline of the DACUM process, which uses industry input to identify the competencies required of a specific occupation. This chapter lists the duties and tasks of a software engineer, provides the forms administered to selected workers at various companies to validate the importance of specific tasks to their job, and presents DACUM charts illustrating job duties and associated tasks. Chapter 3 contains an outline of the course requirements for an AAS in Engineering Technology and a semester-by-semester plan for completing the degree in two years. In addition, catalog course descriptions and more detailed course outlines and learning objectives are provided for each of the degree requirements. (AAZC)

ED 299 790 EC 211 069

Hostler, Sharon L.; And Others
Health and Psychosocial Aspects of Transition. Section III.
PUB DATE- 87
NOTE- 40p.; Three papers from the Proceedings of the National Conference on the Transition of Profoundly/Multiply Handicapped Deaf-Blind Youth (Washington, DC, April 7-10, 1986); see EC 210 066.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Deaf Blind; *Delivery Systems; Family Involvement; *Health Needs; *Health Services; Medical Evaluation; *Multiple Disabilities; Needs Assessment; Normalization (Handicapped); Physical Health; *Severe Disabilities; Social Change; Social Integration; Transitional Programs
IDENTIFIERS- *Psychosocial Factors

This compilation brings together various conference papers and a working group report on health and psychosocial aspects of transition for people with deaf-blindness and other profound disabilities. The title paper by Sharon Hostler focuses on health service needs of the individual, including health planning, a transition health assessment, and an adult care plan. Psychosocial service needs of the family and needs of the health care system are also discussed. A response by Mary O'Donnell, titled "A Medical Service Delivery System for Clients in New Jersey," describes the health service program of a state-funded community residence for deaf-blind young adults. A response by Hank Bersani, titled "Principles and Practices of Community Integration for Persons with Severe and Profound Disabilities," addresses the issue of social change toward community integration, which occurs in three spheres (ideology, practice, and legal initiative). A report of the Working Group on Health/Psychosocial Issues and Services outlines issues and recommendations for five levels of care provision: individuals, families, groups, health care providers, and agencies. (JDD)

ED 299 805 FL 017 604

Bull, Tove
Teaching School Beginners To Read and Write in the Vernacular.
PUB DATE- 84
NOTE- 16p.; Paper presented at the World Congress of Applied Linguistics (7th, Brussels, Belgium, August 5-10, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Instructional Effectiveness; *Language of Instruction; Language Role; *Native Language Instruction; Primary Education; *Reading Instruction; *Regional Dialects; *Writing Instruction
IDENTIFIERS- Metalinguistic Awareness; *Norway; *Vernacular
A Norwegian study of the effectiveness of teaching young children to read and write using their vernacular as the medium of instruction is reported. In 1980-81 and 1981-82, ten classes of beginning primary students were given all initial instruction in reading and writing in the vernacular. Because no language standardization occurs in the Norwegian classroom, teaching in the dialects was considered an instructional principle rather than a method. The experiment took place in three urban and rural regions with three different dialects. Teachers used their preferred methods, adjusting texts to the dialect in their locality and treating the spelling of the language as phonemically as possible. Toward the end of the first year, teachers gradually but explicitly began to use the standardized written language in their teaching. After the first year, the children's progress was tested with two standardized reading measures. The children were also grouped according to general intelligence and intellectual achievement, and the less able students from the dialect groups had better scores on the standardized reading measures than did their counterparts taught by traditional methods. It is concluded that the dialect principle may have made illiterate children more able to analyze their own speech than would traditional methods, increasing their metalinguistic consciousness and phonological maturity. (Five tables are included.) (MSE)

ED 299 835 FL 017 656

Stoller, Fredericka
Films and Videotapes in the ESL/EFL Classroom.
PUB DATE- Mar 88
NOTE- 25p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; *English (Second Language); *Films; Listening Skills; *Media Selection; Multimedia Instruction; Relevance (Education); Second Language Instruction; Skill Development; Speech Skills; *Videotape Recordings; Writing Skills
IDENTIFIERS- *Content Area Teaching
Commercially produced films and videotapes are recommended as effective tools for developing speaking, listening, and writing skills in English as a second language. It is suggested that their use with content-area instruction, where films and videotapes provide relevant schema background, makes language relevant and comprehensible. Practical aspects of classroom instruction are discussed, focusing on the adaptation of pre-viewing, viewing, and post-viewing activities to the selected film or tape, student needs, and instructional objectives. It is concluded that careful film or video selection, purposeful lesson planning, and the integration of pre-viewing, viewing, and post-viewing activities into the content-based lesson encourage natural language use and language skill development. (Author/MSE)

ED 299 888 HE 021 814

Adelman, Clifford, Ed.; And Others
Performance and Judgment: Essays on Principles and Practice in the Assessment of College Student Learning.
Office of Educational Research and Improvement (ED), Washington, DC. Office of Research.
REPORT NO.- OR-88-514
PUB DATE- 88
NOTE- 328p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- College Students; Computer Oriented Programs; *Educational Assessment; *Evaluation Methods; General Education; Higher Education; Majors (Students); Motivation; *Outcomes of Education; Program Development; School Effectiveness; Student Characteristics; Student Improvement; Values
IDENTIFIERS- *College Outcomes Assessment; Educational Indicators; Value Added

Major technical issues concerning the assessment of student learning in higher education are presented in light of the authors' own knowledge of principles and methods of testing and measurement. This information is intended to help academic administrators and faculty draft a charge to a committee for the design and implementation of an assessment program; to converse intelligently with consultants and faculty members charged with writing the specifications; and to evaluate both the program design and the results of its implementation. Following an introduction by Clifford Adelman, essay topics are as follows: "Designing a College Assessment" (Jason Millman); "Diverse and Subtle Arts: Assessing the Generic Outcomes of Higher Education" (Leonard L. Baird); "Assessment of Basic Skills in Mathematics" (Mark I. Appelbaum); "Issues in Evaluating Measures of Basic Language Skills for Higher Education" (Stephen Dunbar); "Assessing General Education" (John Centra); "Assessment through the Major" (Mark I. Appelbaum); "Assessing Changes in Student Values" (Jerilee Grandy); "Indicators of Motivation in College Students" (Sandra Graham); "Difficulty Levels and the Selection of General Education Subject Examinations" (Clifford Adelman); "Value Added: Using Student Gains as Yardsticks of Learning" (Leonard L. Baird); "Computer-Based Testing: Contributions of New Technology" (Jerilee Grandy); "States of Art in the Science of Writing and Other Performance Assessments" (Stephen Dunbar); "Using the Assessment Center Method To Measure Life Competencies" (William C. Byham); and "Conclusion: Metaphors and Other Guidances" (Clifford Adelman). Appendix A is an annotated bibliography of 79 items (Gary Pike); appendix B contains data on 22 selected assessment instruments (Gary Pike). (SM)

ED 299 914 HE 021 907

Merriam, Sharan B.
Case Study Research in Education. A Qualitative Approach.
REPORT NO.- ISBN-1-55542-108-3
PUB DATE- 88
NOTE- 246p.
AVAILABLE FROM- Jossey-Bass Inc., Publishers, P.O. Box 44305, San Francisco, CA 94144-4305 ($21.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Case Studies; Data Analysis; Data Collection; Evaluation Methods; Field Interviews; Field Studies; Higher Education; Literature Reviews; *Qualitative Research; *Research Methodology

A practical guide for designing and carrying out qualitative case study in education is provided. How-to advice for managing all phases of case study research is included. The focus is on case studies that draw from what is commonly known as the qualitative research paradigm rather than a quantitative, positivistic, experimental orientation. Three sections discuss the following: (1) foundations of qualitative case study research (the case study approach to research problems, types and uses of case study research in education, defining a research problem and selecting a case, and handling theory and literature reviews in case study research); (2) mastering qualitative data collection methods (conducting effective interviews, being a careful observer, and mining data from documents); and (3) analyzing and reporting case study data (the components of data analysis, using special techniques and computers to analyze qualitative data, dealing with validity, reliability, and ethics in case study, and writing the case study report). Contains 160 references. (SM)

ED 299 940 HE 021 979

Baccalaureate Origins of Doctorate Recipients. A Ranking by Discipline of 4-Year Private Institutions. 5th Edition. 1920-1986 Data.
Franklin and Marshall Coll., Lancaster, Pa.
PUB DATE- Sep 88
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Aspiration; *Bachelors Degrees; *Doctoral Degrees; Doctoral Programs; Higher Education; Longitudinal Studies *Majors (Students); National Surveys; *Outcomes of Education; Specialization

The number of doctoral degrees awarded in the United States are summarized by academic discipline, undergraduate institution, and time period. Data for this fifth in a series of reports are from the Office of Scientific and Engineering Personnel of the National Research Council (NRC). It includes private, four-year, non-doctoral degree granting institutions. The institutional rankings by discipline include all persons who received doctoral degrees between 1920 and 1986 and between 1977 and 1986. A total of 877 colleges and universities are included. The sample contains only institutions that: are included on the NRC data file, are privately controlled, and do not grant a significant number of doctorates. Results of this study show the number of doctorates granted per year to baccalaureate graduates of the 877 institutions has increased dramatically in recent years. The increase is observable in both the science and nonscience fields. Education and the life sciences are the most popular doctoral fields among this group of baccalaureate graduates, and chemistry and psychology are also popular. The past decade has also witnessed significant increases in the proportion of women who have received doctoral degrees compared to earlier years. The three appendices are as follows: an alphabetical listing of 877 private institutions; definitions of American Association of University Professors categories; and a list of academic fields. (SM)

ED 300 001 IR 052 450

IFLA General Conference, 1987. Division of General Research Libraries. Parliamentary Libraries Section. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 57p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (53rd, Brighton, England, August 16-21, 1987).
LANGUAGE- English; Spanish
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
DESCRIPTORS- Archives; Building Design; *Cataloging; Databases; Developed Nations; Developing Nations; Documentation; Foreign Countries; *Government Role; Indexing; *Information Dissemination Information Storage; *Library Automation; Online Catalogs; *Political Influences; Thesauri; *Users (Information)
IDENTIFIERS- *Parliamentarians
The seven papers in this collection describe parliamentary library services and activities in both developed and developing countries: (1) "The Electronic Catalogue of the Library of the Deutscher Bundestag" (Ernst Kohl, West Germany); (2) "Library of the Assembly of the Republic: Modernization Efforts" (A. Cabral, Portugal); (3) "Los Servicios Documentales del Congreso de los Diputados y las Medidas Recientemente Adoptadas para su Modernizacion = The Documentary Services of the Congress of Deputies in Spain and the Steps It Has Recently Taken To Modernize" (Alicia Martin Gonzalez, Spain); (4) "La Biblioteca y Otros Servicios de Documentacion del Senado: Modernizacion de las Tecnicas = The Library and Other Documentation Services in the Spanish Senate: Modernization of Traditional Methods" (Isabel Gonzalez del Campo, Spain); (5) "Third World Parliaments and Their Libraries" (Jane Ann Lindley, United States); (6) "Muted Triumphs and Minor Tragedies: The Parliamentary Library in Australia's New Parliament House" (Jan McDonald, Australia); and (7) "The Parliamentary Library of Catalunya" (Vinyet Panyella, Spain). Two of the papers are in Spanish with English translations. (CGD)

ED 300 031 IR 052 528

Schamber, Linda
ERIC on CD-ROM: Update. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-IR-88-1
PUB DATE- May 88
NOTE- 3p.
CONTRACT- RI88062008
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (fre while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Bibliographic Databases; *Computer Software; Microcomputers; Online Searching; *Online Systems; *Online Vendors *Optical Data Disks; *Reference Services
IDENTIFIERS- *ERIC
This digest discusses advantages and disadvantages of CD-ROM use i libraries and information centers and lists features of three CD-ROM versions of the ERIC database--Dialog OnDisc ERIC, OCLC Search CD450, and SilverPlatter ERIC. Brief descriptions of these products focus on the differences among them, including equipment requirements, search modes, sorting, onscreen help, and print documentation. Addresses and telephone numbers for the vendors are provided. (MES)

ED 300 073 JC 880 489

Lieberman, Janet, Ed.
Collaborating with High Schools. New Directions for Community Colleges, Number 63.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-1-55542-882-7
PUB DATE- 88
NOTE- 119p.
CONTRACT- RI-88-062002
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($14.95).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Collected Works - Serials (022) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Advanced Placement; *Articulation (Education); College Preparation; *College School Cooperation; *Community Colleges; Dual Enrollment; Educational Responsibility; High Risk Students; *High Schools; Program Descriptions; Two Year Colleges

Designed to encompass multiple perspectives and orientations on community college-high school cooperation, this collection of essays provides a theoretical and historical background to joint programs between colleges and schools and describes a sample of current approaches. The volume includes: (1) "Reconnecting Youth: The New Wave of Reform," by Frank Newman; (2) "History of the High School Connection," by Carol F. Stoel; (3) "Opportunity for All," by James F. Gollattscheck; (4) "Serving High-Risk Adolescents," by Cecilia Cullen and Martin G. Moed; (5) "Helping Students Learn," by Anne-Marie McCartan; (6) "Reaching Students: Communication from the Community Colleges," by Elizabeth A. Warren; (7) "High School Students in College Courses: Three Programs," by Arthur Richard Greenberg; (8) "New World School of the Arts: Beyond Dual Enrollment," by Katharine Muller; (9) "Enabling Professionalism: The Master Technician Program," by Doris K. Wimmer; and (10) "Merging Multiple Systems: Process and Problems," by Eunice B. Kirkbride. (AYC)

ED 300 088 JC 880 509

Hamm, Russell; Tolle-Burger, Lynn
Two-Year Colleges: Doing Business with Business. A Handbook for Colleges Planning to Serve Commerce and Industry.
American Association of Community and Junior Colleges, Washington, D.C.; Association of Community Coll. Trustees, Annandale, Va.
REPORT NO.- ISBN-0-87117-184-8
PUB DATE- 88
NOTE- 137p.
AVAILABLE FROM- American Association of Community and Junior Colleges, One Dupont Circle, NW, Suite 410, Washington, DC 20036 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Cooperative Programs; *Economic Development; *Job Training; Labor Force Development; Outreach Programs; Program Descriptions; *Program Development; *School Business Relationship; Two Year Colleges
Designed to help community colleges create and operate a business center to serve local employers, this booklet provides information, illustrations, models, and insights to encourage the establishment of new outreach programs into the business community. Section I offers guidance on planning a business center for economic development and job training services, setting forth the roles and activities of the office, suggesting ways of measuring state and local support, and presenting guidelines for identifying needs and resources. Section II deals with the organization of the center, outlining requirements for personnel, facilities, and operating systems. Section III looks at the process of building an outreach system to market the center to the local business community. It explains how to obtain and use business data, build a sales or visitation team, and produce printed materials. Section IV includes a primer on training, suggestions for making initial contacts, and guidelines for planning and proposing on-site services. It also offers guidance on conducting a training needs assessment, designing a training program, writing a service proposal and contract, and delivering services. Finally, section V presents brief descriptions of successful collaborative efforts. Sample forms and agreements are appended. (AYC)

ED 300 101 JC 880 575

Clagett, Craig A.
Student Retention at Prince George's Community College. Research Brief RB89-6.
Prince George's Community Coll., Largo, Md. Office of Institutional Research.
PUB DATE- Oct 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Attendance Patterns; College Graduates; Community Colleges; *Dropouts; *Enrollment Trends; Longitudinal Studies; Majors (Students); School Holding Power; Stopouts; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)

A study was conducted at Prince George's Community College (PGCC) to examine student retention in two ways. First, the percentage of fall 1987 students who returned for classes the following spring was calculated for several student groups. Second, students entering PGCC for the first time in 1980 were tracked in terms of attendance and degree completion through spring 1988. Study findings included the following: (1) the overall fall 1987-spring 1988 retention rate was 59%, with full-time students returning at a rate of 78% compared to a part-time student return rate of 52%; (2) a telephone survey of fall 1987 students who did not return in spring 1988 found that "employment demands" was the most common reason for dropping out; (3) the programs with the highest return rates were Nursing, Legal Secretary, and Hospital Services Management; (4) 9 of the 12 programs with high retention rates were occupational, rather than transfer oriented; (5) fall-to-spring retention rates remained fairly stable over the past 3 years; (6) graduates of the class of 1987 took an average of nearly five years to earn their "two-year" degree; (7) over 25% of the 3,935 students who entered PGCC for the first time in fall 1980 attended only that one semester; (8) 31% of the fall 1980 entrants attended at least one more term, but had interruptions in their PGCC attendance; and (9) 488 of the original group earned an associate degree by the end of the spring 1988 semester. (AYC)

ED 300 102 JC 880 576

ED 300 117 PS 017 595

Zindell, Adriane
A Consideration of How Cross-Age Tutoring Can Improve Kindergarten Childrens' Skills.
PUB DATE- 86
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cross Age Teaching; Educational Innovation; *Elementar School Students; Grade 2; *Kindergarten Children; Primary Education; *Program Implementation
A kindergarten teacher implemented a cross-age tutoring program pairing second-grade students with her kindergarteners for the purpose of improving the younger children's pre-reading and mathematics abilities, and increasing the older children's self-esteem and motivation for learning. Chapter I describes the focus of the study. The literature review in chapter II discusses benefits of cross-age tutoring to the tutor, the tutee, and the school. Also discussed are the importance of pairing students, and the relationship between training, ideas, and a successful program. Chapter III describes the implementation of cross-age tutoring activities. It was found that the paired children initially needed the support of structured activities planned by the teacher. But after four months of experience in cross-age activities, the second-graders were ready to take the initiative in planning. (Twenty-three references are listed.) (RH)

ED 300 133 PS 017 631

Doering, Robert W.; And Others
Effects of Neutral Toys on Sex-Typed Play in Children with Gender Identity Disorder.
PUB DATE- 88
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Children; Foreign Countries; Psychological Characteristics; *Sex Role; *Toys
IDENTIFIERS- *Approach Avoidance Conflict; *Ontario; Stimulus Characteristics; Stimulus Preference
The study of typical gender development suggests that both approach and avoidance mechanisms are involved in the eventual display of sex-typed behavior. Some experiments have attempted to demonstrate the independent contribution of these two parameters. Studies suggest that avoidance behavior for cross-sex toys is a useful index of sex-role acquisition and can be studied independently of approach behavior toward same-sex toys. This study attempted to clarify the independent contributions of approach and avoidance behavior toward sex-typed toys in the play behavior of children with gender identity disorder and in controls. Subjects were psychiatric controls, normal boys and girls, and 9 boys and 3 girls fully or partially meeting criteria for gender identity disorder.

The three choice situations presented involved same-sex and cross-sex toys, same-sex and neutral toys, and cross-sex and neutral toys. Findings indicated that the gender disordered group played more with the cross-sex toys and less with the same-sex toys than did the controls, regardless of the types of alternative toys available. Findings were interpreted as providing general support for the notion that children with gender identity disorder show atypical patterns of both approach and avoidance behaviors toward sex-typed toys. (RH)

ED 300 148 PS 017 658

Bell, Steve
The CDCC's Teacher Bursaries Scheme. Report of Course/Seminar on "Topic Work in the Primary School" (Akureyri, Iceland, August 4-8, 1987).
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT-88-8-E
PUB DATE- 21 Mar 88
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Educational Experience; Elementary Education; *Elementary School Teachers; Foreign Countries; Guidelines; *Inservice Teacher Education; *Instructional Design; *Learning Activities; Learning Processes; *Teaching Methods; Workshops
IDENTIFIERS- *Iceland; *Topic Units
In its description of a specific case study, this paper illustrates the use of an inservice course/seminar to help teachers develop their theoretical perspectives and demonstrate their ability to link theories to the practical teaching situation in their schools. Emphasis was placed on a course/seminar design which led teachers through a sequence involving experience, reflection, and theory--the sequence that was used to structure this report. Aims of the course were to: (1) introduce and develop an understanding of the topic approach to learning; (2) emphasize the potential of a topic as a context for developing skills in written expression; and (3) provide a model which would help teachers implement topic studies in their classes. Participants were 29 Icelandic teachers and 4 Council for Cultural Co-operation grantees. Section I provides detailed materials on the experience of learning through the topic approach. Section II describes participants, course characteristics, and a field trip. Section III focuses on the reflection phase of the course. Section IV, which concerns the theory phase of the project, compares topic web and topic line approaches. Appended are a list of participants and a 5-page guide to planning topic studies. (RH)

ED 300 160 RC 016 741

Bentley, Susan E.
Transfer Payments and Investment Income in the Nonmetro United States. Rural Development Research Report Number 71.
Economic Research Service (DOA), Washington, DC. Agriculture and Rural Economy Div.
PUB DATE- Jun 88
NOTE- 24p.
AVAILABLE FROM- National Technical Information Service, 5285 Port Royal Road, Springfield, VA 22161 (paper, $12.95; microfiche, $6.95; add $3.00 for shipping and handling for each order).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economic Change; Economic Research; *Income; Rural Areas; *Rural Economics
IDENTIFIERS- *Nonmetropolitan Areas

Analysis of data from the Bureau of Economic Analysis shows that during the 1970s and 1980s the composition of personal income in rural America shifted dramatically. Transfer payments and investment income accounted for almost 40% of total personal income in the nonmetro United States in 1983, up from just over 20% in 1969. This report examines the various forms of unearned income and relates them to total personal income. Most transfer payments received by nonmetro residents in 1983 were retirement related, although transfers providing income maintenance benefits, such as food stamps and unemployment compensation, and veterans' and military benefits also accounted for significant shares of personal income. Most investment income came from interest rather than dividends or rent. Investment earnings increased dramatically in the late 1970s and early 1980s when inflation increased the value of assets and the real interest rate increased to historically high levels. The fastest growing component of transfer payments to nonmetro residents was unemployment compensation, increasing from almost $500 million in 1969 to $6.5 billion in 1983. Most of the growth in transfer payments to rural residents, more than 70%, was related to retirement programs. Income maintenance payments accounted for less than nine percent of the growth over the study period, contrary to the frequent complaint that welfare is largely responsible for increases in government spending. Unearned income was 38.9% of total personal income in nonmetro counties, compared with 32% in metro counties. Because unearned income is so important in rural America, rural communities have a major interest in policies affecting investment and transfer income, general retirement programs, unemployment compensation programs, and tax codes. (DHP)

ED 300 173 RC 016 784

Hannan, William
The Location of Multiculturalism in the Development of Australian Education. NACCME Commissioned Research Paper No. 5.
National Advisory and Co-ordinating Committee on Multicultural Education, Woden (Australia).
PUB DATE- 87
NOTE- 18p.; For related document, see ED 286 259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Pluralism; *Curriculum Development; Educational Policy; Elementary Secondary Education; *Equal Education; Foreign Countries; *Multicultural Education; Values Education
IDENTIFIERS- *Australia

The idea of multiculturalism in Australian education originated in concepts of educational disadvantage, with special provisions for limited- or non-English-speaking students to achieve equity. The debate, however, soon became a cultural debate, and is now moving toward establishing Australian Studies. The need to ensure equity in education requires some guarantees of equal access to a fairly high level of general education. While ethnic minorities might ask for programs teaching their native languages or cultures, they will not favor any form of multiculturalism which appears, by varying the curriculum, to threaten access or success. The content of a common curriculum which exists in most parts of Australia can be culturally blind. However, content is the most superficial level of curriculum. The most useful form of commonality, and one consistent with a degree of cultural pluralism, may be a commonality of principles and values. In a curriculum consciously based on values, acceptance of democratic pluralism would be reflected in a pedagogy of open inquiry and thoughtful toleration of differences. The non-language areas of a multicultural curriculum should include components reflecting the composition of the student groups, but must teach with a perspective that makes these components accessible and relevant to all students. Successful multicultural curriculum development depends on: (1) resolving apparent conflicts between schools and central authorities; (2) incorporating the views and values of parents and community; and (3) acquiring staff members whose backgrounds and attitudes reflect the plurality of the community. (SV)

ED 299 971 IR 013 486

Schlenker, Richard M.
Developing Simple Financial Records Using the AppleWorks Spreadsheet Subprogram, Apple IIe or GS Computers, and a Duodisk Drive.
PUB DATE- Jun 88
NOTE- 39p.; For other guides in this series, see IR 013 483-488.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Software; Database Management Systems; Disk Drives; Floppy Disks; Guidelines; Keyboarding (Data Entry); *Microcomputers
IDENTIFIERS- *AppleWorks; Financial Records; *Spreadsheets

This manual is a "how to" training device for developing simple financial records using the AppleWorks spreadsheet subprogram with an Apple IIe or Apple IIGS Computer which has a Duodisk or two disk drives. The manual provides step-by-step directions, and includes 34 figures depicting the computer screen at the various stages of the spreadsheet development sequence. (EW)

ED 300 015 IR 052 512

Hayes, Sherman, Comp.
Money, Money, Money for Libraries, Libraries, Libraries. A Fund Raising Bibliography.
PUB DATE- 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Corporate Support; *Donors; *Fund Raising; Grantsmanship; Library Collection Development; Marketing; *Philanthropic Foundations; *Public Relations

This bibliography provides a listing of 174 books and articles to assist libraries in fund raising activities. Sources were suggested by the National Society of Fund Raising Executives, the Foundation Center, and the Special Activities Committee, Fund Raising and Development Section of the Library Administration and Management Association of the American Library Association. Listings are found under nine headings: (1) Annual Giving; (2) Capital Campaigns; (3) Corporate Philanthropy; (4) Evaluation; (5) General Resources; (6) Grantsmanship and Foundation Fund Raising; (7) Identifying and Involving Prospects and Donors; (8) Planned Giving; and (9) Public Relations and Marketing. (EW)

ED 299 820 FL 017 623

Matheidesz, Maria
Communication Games--Are They Really Effective?
PUB DATE- Apr 88
NOTE- 19p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (22nd, Edinburgh, Scotland, April 11-14, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- Class Activities; *Classroom Communication; Classroom Techniques; *Educational Games; *English (Second Language); Foreign Countries; *Instructional Effectiveness; Second Language Instruction; *Teacher Attitudes
An experiment investigated the effectiveness of communication games in monolingual classes in English as a second language (ESL). It studied the reactions of both teachers and students to the regular use of the games, and the ways in which the games fostered language learning. Four Hungarian teachers of English used the technique with seven groups of teenaged ESL students for whom English was the second foreign language. Eight games were used. Six practiced one language function, describing people, and two were traditional board games. Teachers were encouraged to use the games in any way they chose, and discussed the games often with the experimenter. Class sessions were observed and recorded for analysis and questionnaires were administered to students and teachers. Preliminary conclusions include the following: games have great motivating force; communication games provide good opportunity for natural student interaction in unpredictable situations; this type of game can be used effectively with monolingual groups; error rates are similar to those in controlled practice exercises, but more errors are left uncorrected; teachers do not fully exploit the potential of language games in the classroom; and such games force teachers to change their role and give more time and space for students. Game descriptions/instructions are appended. (MSE)

ED 299 862 HE 021 740

The Role of Student Financial Aid in Expanding Opportunities for Higher Education in Ohio. Report of the Financial Aid Study Committee.
Ohio Board of Regents, Columbus.
PUB DATE- Jul 88
NOTE- 73p.
AVAILABLE FROM- Ohio Board of Regents, 3600 State Office Tower, 30 East Board Street, Columbus, Ohio 43215.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Advisory Committees; Educational Assessment; *Educational Economics; Educational Finance; Grants; *Higher Education; Need Analysis (Student Financial Aid); Outcomes of Education; *Statewide Planning; *Student Financial Aid; Student Loan Programs; Tuition; Work Study Programs

IDENTIFIERS- *Ohio; Paying for College

The Financial Aid Study Committee of the Ohio Board of Regents was impaneled in October 1987 to determine if the state's major financial aid investments, principally the Ohio Instructional Grant Program, are an adequate resource in addressing state access objectives. Significant changes in the Ohio economic base have given rise to renewed emphasis on the role which higher education can play in preparing Ohioans for the 21st century. Ohio must develop strategies to expand access to higher education and ensure equality in its benefits. This responsibility must be shared by state and federal government, colleges and universities, and the private sector. Following an executive summary and a summary of 13 recommendations, the focus is on: cost of attending college; sharing the cost; growth and trends in student assistance programs; growing reliance on student loans; growth and change in the Ohio Instructional Grant Program; packaging financial aid; access and the availability of financial aid; delivery of state grant assistance; part-time students; new options; and proprietary schools. Future study needs are also identified, including: determining the financial need of Ohio's part-time students; exploring the feasibility of further reducing a growing reliance on student loans by creating a work-study program to supplement the federal college work-study program; and exploring other options for families who do not qualify for need-based financial aid. An appendix defines new federal support status criteria. Tables and charts are included. (SM)

ED 299 902 HE 021 877

Clark, Burton R.
The Academic Life. Small Worlds, Different Worlds. A Carnegie Foundation Special Report.
Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.
REPORT NO.- ISBN-0-931050-32-4
PUB DATE- 87
NOTE- 376p.
AVAILABLE FROM- Princeton University Press, 3175 Princeton Pike, Lawrenceville, NJ 08648 ($12.50, paper--ISBN-0-931050-32-4; $24.50 hardback--ISBN-0-931050-31-6).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - General (140) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Careers; *College Faculty; Culture; Higher Education; Institutional Characteristics; Organizations (Groups); Power Structure; *Professional Occupations; Professors; Researchers; Research Utilization; *Teaching (Occupation)
IDENTIFIERS- Academic Structure
The condition of the academic profession today is examined with a focus on the teaching and research functions in the academy. The diverse settings in which academics work are considered in three parts: (1) the foundations of the academic profession (the evolution of institutions; the elaboration of disciplines; and the open system); (2) the dimensions of academic professionalism (the imperatives of academic work; the enclosures of culture; the grip of authority; the promises of career; and the ties of association); and (3) the logic of the profession. Three judgments on the logic of the academic profession in America deal with: the hegemony of subjects; the dual commitment of academics to subjects and institutions, which greatly strengthens centrifugal forces in the profession; and the nature of research and teaching as human activities that promote the tendency for academic life to remain a calling. Appended are research focus and procedures; American disciplinary associations (1985); supplementary tables on the imperatives of academic work, the enclosures of culture, and the promises of career. Contains 11 pages of references and 17 tables. (SM)

ED 299 955 IR 013 469

Driscoll, Francis D.; Wolf, W. C., Jr.
The PLATO System: A Study in the Diffusion of an Innovation.
PUB DATE- Apr 88
NOTE- 4p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adoption (Ideas); Computer Assisted Instruction; Data Collection; *Instructional Innovation; Linking Agents; Media Research; Programing; *Research Methodology
IDENTIFIERS- *PLATO; Product Development; *Wolf Welsh Linkage Methodology
This study was designed to ascertain the relationships between the steps of a tool designed to link knowledge production and the needs of knowledge users (the Wolf-Welsh Linkage Methodology or WWLM) with milestones in the evolution of an innovative computer-assisted instructional system called PLATO (Programming Logic for Advanced Teaching Operations), and to explore the viability of the components of the WWLM in the light of the data obtained. The seven steps of the WWLM provided a context within which an ex post facto analysis of specific aspects of PLATO's evolution took place. Data were gathered in varying ways, including a search of the ERIC database, contacts with officials within public and private funding agencies associated with PLATO, visits with University of Illinois researchers associated with PLATO, and extensive communication with officials of Control Data Corporation, the marketer of the system. Relationships between all seven steps of the WWLM and milestones in the evolution of PLATO were found, especially during the demonstration/implementation period of 1972-76. Although the calibre and depth of the contact varied considerably across steps, none of the steps of the WWLM was by-passed, and no major gaps in the methodology were apparent as an outcome of the study. It was concluded that: (1) PLATO's evolution was successful, though not to the degree expected by most of the developers; (2) the WWLM confirmed overall decisions made and also focused upon the strengths and shortcomings of specific development decisions; and (3) the inclusion of seven steps within the WWLM methodology was confirmed by this analysis of PLATO's evolution. (EW)

ED 299 987 IR 052 435

Albert, Myra
A Rationale for Library Services in Today's Prisons.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 17p.; Keynote speech presented at the International Federation of Library Associations (IFLA) Pre-Conference Seminar on Prison Libraries (London, England, August 10-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Change; Cultural Influences; Disadvantaged; *Information Needs; *Library Role; *Library Services; Outreach Programs; *Prison Libraries; *Problem Solving; Public Libraries; Skill Development; *User Needs (Information)

This discussion of library services in prisons addresses the following topics: (1) the provision of the New York State Department of Correctional Services for library services to prison inmates as an attempt to make changes in inmate problem-solving abilities; (2) the role of library services in prisons; (3) library entrepreneurship as a new library priority; and (4) the status of libraries in their association with prisons from a political viewpoint. (CGD)

ED 299 988 IR 052 437

IFLA General Conference, 1987. Conference Opening and Plenary. "Library and Information Services in a Changing World." Papers.
International Federation of Library Associations, The Hague (Netherlands).

ED 299 849 HE 021 641

Rodriguez-Fraticelli, Carlos
Education and Imperialism: The Puerto Rican Experience in Higher Education, 1898-1986. Working Paper Series.
City Univ. of New York, N.Y. Centro de Estudios Puertorriquenos.
PUB DATE- 86
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Historical Materials (060)
DESCRIPTORS- *Access to Education; *Capitalism; Civil Rights; Colonialism; Economic Development; *Educational Economics; Ethnic Groups; *Higher Education; Hispanic Americans; *Imperialism; Political Attitudes; *Puerto Ricans
IDENTIFIERS- Puerto Rico
An integrated historical account of the Puerto Rican experience in higher education is presented by the Higher Education Task Force of the Centro de Estudios Puertorriquenos of Hunter College, City University of New York. The present situation of Puerto Ricans in higher education on the Island and in the United States reflects the plight Puerto Ricans experience at both ends of the migratory circuit. The Island has seen a major expansion of postsecondary institutions and student enrollment, but the system is still in crisis. Advances resulting from student struggles of the 1960s and 1970s are short-lived, and the situation is worsening for Puerto Ricans in the U.S. The present expansion of college opportunities for Puerto Ricans on the Island and their contraction in the U.S. are expressions of the crisis of American capitalism and its impact on a politically and economically subordinated population. An interpretive framework that incorporates the imperialist dimension of the U.S.-Puerto Rican colonial relation is developed. Topics of discussion are: higher education under Spanish rule: 1493-1898; higher education and the Americanization program: 1898-1923; the Pan-Americanization of the university as official doctrine: 1923-1930; the great depression and the University of Puerto Rico in the 1930s; higher education and the new colonial arrangement: 1940-1974; Puerto Ricans in the United States: the struggle for access; the crisis of U.S. capitalism and its effects on the Puerto Rican population; the backlash against the Puerto Rican presence in American higher education: 1975-present; the bankruptcy of "operation bootstrap" and the permanent crisis of Puerto Rican higher education: 1974-present; prospects for change; and an agenda for research. Contains 71 references. (SM)

ED 299 875 HE 021 760

Report on the Cost of College to Students. SHEEO Committee on College Costs.
State Higher Education Executive Officers Association.

PUB DATE- 26 Jul 88
NOTE- 15p.; For related documents, see HE 021 765-768.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; Educational Economics; Educational Quality; *Government Role; Higher Education; Policy Formation; *Public Policy; State Federal Aid; *State Government; *Student Costs; *Student Financial Aid

State policymakers should confront increasing public concern about the rising costs of postsecondary education, to preserve institutions' credibility and avoid damage by excessive political reaction. Attention to this issue has focused on extremes, obscuring the fact that only a small proportion of students attend extremely costly colleges. National policymakers and those who influence public perceptions have not focused on the significant difference in pricing between the public and private sectors, nor on the fact that the states decide what portion of the cost of operating their institutions will be funded by general tax revenues and what portion by user taxes (tuition and fees). The debate has also not differentiated between the published price and the amount students and their families actually pay, taking into consideration student financial aid and tuition waivers. State higher education agencies should recognize that increases in the net price are a legitimate concern. The adequacy of financial aid is also a major issue. The federal government is a major student aid provider and states should analyze the effect of both state and federal policy changes on their citizens. State higher education agencies should assess cost increases in state-supported systems continuously, identifying, monitoring, and controlling increases where possible. (MSE)

ED 299 928 HE 021 928

Facilities Inventory and Utilization Study, Fall of 1987. Twenty-First Edition.
North Carolina Commission on Higher Education Facilities, Chapel Hill.
PUB DATE- Sep 88

NOTE- 205p.
AVAILABLE FROM- State Commission on Higher Education Facilities, University of North Carolina-General Administration, 900 Raleigh Road, P.O. Box 2688, Chapel Hill, NC 27515-2688.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accessibility (for Disabled); Classrooms; *College Buildings; *Educational Facilities; Facility Guidelines; Facility Planning; *Facility Utilization Research; Higher Education; Measurement; *Space Utilization; *State Colleges; State Surveys; State Universities
IDENTIFIERS- *North Carolina

The status of space in North Carolina institutions of higher education at the end of the drop-add period of the 1987 fall term at each college is presented. Indications of the uses being made of the space are given, and norms and historical information are presented for the past 5 years to enable institutions to make their own assessments of their facilities. The study's primary purpose is to provide higher education administrators with a detailed statistical profile of the facilities of their own campuses and of the other colleges and universities in North Carolina. It also presents data that can provide the basis for comparative assessments of the extent to which space is used for instructional purposes. Data for all 113 institutions of higher education in North Carolina are provided. The four categories of information are as follows: utilization of instructional space; interior space characteristics; building characteristics; and accessibility of facilities to the mobility impaired. An institutional index is provided. Contains 9 references. (SM)

ED 300 046 JC 880 445

Jensen, Robert; And Others
Report and Recommendations on Intercollegiate Athletics: Effect of 2.0 GPA Requirements, Status of Women's Athletic Programs, Impact of Part-Time Coaches, Types of Units Used To Satisfy Transfer Requirements. Community College Issues, Volume 1, Number 5, April 1988.
California Association of Community Colleges, Sacramento.
PUB DATE- Apr 88
NOTE- 37p.
AVAILABLE FROM- Community College Issues Subscriptions, California Association of Community Colleges, 2017 "O" St., Sacramento, CA 95814 ($30.00 per six-issue volume).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Academic Standards; *Athletic Coaches; *College Athletics; College Transfer Students; *Community Colleges; Courses; Extramural Athletics; *Grade Point Average; Part Time Faculty; State Surveys; Two Year Colleges; *Womens Athletics
IDENTIFIERS- *California
In 1987-88, the Commission on Athletics' Research Committee of the California Association of Community Colleges undertook a study of the effects of the requirement that college athletes maintain a 2.0 grade point average (GPA), the status of women's sports, the use of part-time coaches, and the types of courses used to satisfy transfer requirements. A questionnaire was mailed to the men's and women's athletic directors of the 96 California community colleges that offer intercollegiate athletic programs. Study findings, based on a 75% response rate, included the following: (1) because of the 2.0 GPA requirement, a total of 511 of approximately 8,000 returning student athletes were ineligible for further sports competition; (2) football and men's track and field lost the largest number of athletes, while women's swimming lost the least; (3) while 97 new programs were added to the women's athletics programs at the colleges, 127 programs were deleted; (4) the sports that were most frequently added to the women's athletics programs were cross country and softball, while gymnastics and basketball were the most frequently deleted; (5) respondents indicated that the support provided to women's programs in terms of funds, public information, and facilities, was strong and comparable to that provided to men's programs; (6) over 50% of the respondents indicated that the number of part-time head and assistant coaches had increased over the past ten years; (7) about 52% of all assistant and head coaches, male and female, were employed full-time; and (8) approximately 284 of the more than 20,000 student athletes had transferred from one community college to another to satisfy eligibility requirements. Recommendations based on study findings are included in the report. (AAZC)

ED 300 060 JC 880 476

Felan, Blanche Z.
Establishing and Administering a Community College Vocational Assessment Center. Revised Second Edition.
San Antonio Coll., Tex.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- Jun 88
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Adult Programs; *Adults; *Career Counseling; Community Colleges; *Educationally Disadvantaged; *Program Administration; Program Development; Program Implementation; Student Evaluation; Two Year Colleges; *Vocational Evaluation

This handbook provides guidelines for designing and establishing a vocational assessment center to address the special needs of educationally disadvantaged adults. Section I contains introductory comments on the problem of undereducated and underemployed adults and SAC's efforts to develop an assessment and advisement process specifically for this target population. After section II defines relevant terms, section III offers an overview of the demonstration project, entitled "Individualized Education and Employment Plans for Disadvantaged Adults," and funded with discretionary funds from the Carl D. Perkins Vocational Education Act of 1984. Next, section IV underscores the importance of client involvement in vocational assessment, and section V outlines the eight steps in the assessment process: (1) screen and provide an orientation for clients; (2) conduct a formal interview; (3) conduct medical screening; (4) determine educational achievement; (5) discover vocational interests and goals; (6) conduct interest inventories; (7) develop an individualized education and employment plan; and (8) offer referral information. Finally, section VI offers guidelines for program evaluation, section VII describes the role of the vocational evaluation specialist, and section VIII presents suggestions on how best to use the handbook. Several forms, worksheets, and checklists are appended, as well as a resource list useful for establishing an assessment center. (AJL)

ED 300 118 PS 017 597

Ostrowski, Patricia Maslin
The Status of Transition Class Programs in Rhode Island Elementary Schools.
Rhode Island State Dept. of Elementary and Secondary Education, Providence.
PUB DATE- 17 Mar 88
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; *Program Implementation; *Public Schools; *School Districts; School Surveys; State Programs; *Transitional Programs
IDENTIFIERS- *Program Characteristics; *Rhode Island
To learn the extent to which transition class programs had been implemented in the Rhode Island public schools, all districts in the state were surveyed. The survey was designed to gather basic information about transition programs operating throughout the state, and learn why such programs have not been introduced in some districts. Findings, which are based on data collected from the 38 Rhode Island districts that operate elementary schools, concern the number of districts with transition programs, starting date, program purposes, selection criteria, class size and percentage of originating class, length of school day, programs that serve the same purpose as transition classes, procedures used to modify transition placements, and the relationship of per pupil expenditure to transition programs. Findings regarding districts without transition programs are briefly discussed. In general, transition programs are rapidly gaining acceptance in the Rhode Island public school system, especially at the pre-first-grade level. This implies that the transition between kindergarten and first grade presents significant problems to a multitude of elementary students. Schools are divided about the primary purpose of their transition programs. Implications are discussed and related materials are appended. (RH)

ED 299 836 FL 017 660

Rado, Marta; Reynolds, Chris
Language Curriculum in a Multicultural Society.
PUB DATE- Jan 88
NOTE- 28p.; Paper presented at World Congress on Language Teaching o the International Federation of Modern Language Teachers (16th, Canberra, Australian Capital Territory, Australia, January 4-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Cultural Pluralism; *Curriculum Development; Elementary Secondary Education; Foreign Countries; *Language Enrollment; Public Policy; *Second Language Instruction; Social Distribution
IDENTIFIERS- *Australia
A discussion of Australia's language teaching situation focuses on the design of curricula in languages other than English (LOTE) and its possible role in the decline in LOTE enrollment in recent years, and addresses the LOTE profession's efforts to change that situation. First, Australian society's demographic composition is outlined, and the structure of educational provision for LOTE learning is reviewed. Recent language policy interventions are also discussed. A proposed LOTE curriculum design similar to one developed in the Victorian State is discussed, which looks, in particular, at several features of the design intended to stimulate access to and success in LOTE learning. Finally, the new curriculum's capacity to attract students is examined. It is concluded that several features of the new curriculum design allow the development of LOTE instruction that is impartial to diversity, eliminate the current hierarchical nature of certification, and make access to instruction much easier, especially for the large number of students wishing to begin study in grade 11. (MSE)

ED 299 972 IR 013 487

Schlenker, Richard M.
Developing Simple Grade Books Using the AppleWorks Spreadsheet Subprogram, Apple IIe or GS Computers, and a Duodisk or Two Disk Drives.
PUB DATE- Jun 88
NOTE- 46p.; For other guides in this series, see IR 013 483-488.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Software; Disk Drives; Floppy Disks; *Grades (Scholastic); Guidelines; Keyboarding (Data Entry); *Microcomputers
IDENTIFIERS- *AppleWorks; *Spreadsheets

This manual is a "how to" training device for developing grade books using the AppleWorks spreadsheet subprogram with an Apple IIe or Apple IIGS Computer which has a Duodisk or two disk drives and an 80-column card. The manual provides step-by-step directions, and includes 41 figures depicting the computer screen at the various stages of the spreadsheet development sequence. (EW)

ED 299 791 EC 211 070

Goetz, Lori; And Others
Recreation and Leisure. Section IV.
PUB DATE- 87
NOTE- 26p.; Three papers from the Proceedings of the National Conference on the Transition of Profoundly/Multiply Handicapped Deaf-Blind Youth (Washington, DC, April 7-10, 1986); see EC 210 066.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
DESCRIPTORS- Adults; Advocacy; Communication Skills; *Deaf Blind; *Delivery Systems; *Leisure Time; *Multiple Disabilities; Normalization (Handicapped); Parent Participation; Program Development; *Recreational Activities; Secondary Education; *Sever Disabilities; Social Integration; Training; Transitional Programs
This report of a conference session dealing with recreation and leisure activities for people with deaf-blindness and other profound multiple disabilities contains three papers and a working group report. The title paper by Lori Goetz reviews "model indicators" for recreation and leisure educational programming with individuals who have severe and profound disabilities, reviews services currently available, and makes recommendations for future programming. In their response, titled "Importance of Communication Skills and Their Etiology in Planning of Recreation and Leisure Programs for Persons with Multiple/Profound Handicaps of Deafness and Blindness," Pamela Mathy-Laikko and Terrence Dolan comment on individual differences, integration of deaf-blind and noncompromised children and adults, the issue of choice-making, and the need for training and advocacy to improve recreation/leisure opportunities for handicapped individuals. Another response, by Barbara Ryan, provides a parent's viewpoint of the challenge of providing age-appropriate recreational activities for her handicapped daughter and the use of a hired companion to assist in meeting the challenge. Finally, the Working Group on Recreation and Leisure presents a report of its philosophy, program approach, program characteristics, issues, and recommendations. (JDD)

ED 299 806 FL 017 605

Major, Roy C.
Variation in Japanese Learners of English.
PUB DATE- Jun 87
NOTE- 68p.; Paper presented under the title "Task Variation in L2 Phonology" at the Annual University of South Florida Linguistics Club Conference on Second Language Acquisition and Second Language Teaching (7th, Tampa, FL, June 19-20, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; *English (Second Language); *Interference (Language); Japanese; Language Proficiency; *Language Styles; *Phonology; *Pronunciation; Second Language Learning; Transfer of Training
IDENTIFIERS- Japanese People; Markedness
A study investigated the relationship between language style and variability in the phonology of Japanese learners of English. The subjects were five adult native speakers of Japanese at the intermediate stage of English learning. Speech materials elicited three different speech styles of varying formality: reading of a word list, reading of a text, and free conversation. The phonological phenomena examined included selected English consonant clusters and final consonants. The results revealed systematic patterns in style and variability and an interaction of transfer and developmental processes. The amount and type of variability according to style was related to proficiency, which in turn was governed by markedness, native language transfer, and universal developmental processes. In some phenomena, native language transfer produced correct and incorrect productions. In other phenomena, developmental processes reflected markedness considerations and produced incorrect pronunciation. (MSE)

ED 299 915 HE 021 908

Lewis, Gwendolyn L.
Trends in Student Aid: 1980 to 1988.
College Board, Washington, DC. Washington Office.
PUB DATE- Sep 88
NOTE- 16p.
AVAILABLE FROM- College Board Publications, Department M05, Box 886, New York, NY 10101-0886 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; *Expenditure per Student; Federal Aid; Grants; Higher Education; Inflation (Economics); National Surveys; Student Costs; *Student Financial Aid; Student Loan Programs

The most recent and complete statistics available from the College Board on student aid in the 1980s (complementing the publication by Gillespie and Carlson, "Trends in Student Aid: 1963 to 1983") are presented. Seven tables provide data on the following: aid awarded to postsecondary students in current dollars; aid awarded to postsecondary students in constant 1982 dollars; appropriations for generally available federal aid programs for fiscal years 1981 to 1988; grants, loans, and work in current and constant 1982 dollars and as a percentage of total aid; number of recipients and aid per recipient; cost of attendance, income, and total available aid 1980-81 to 1987-88; and percentage distribution of aid from the Pell and federal campus-based programs by type of institution 1980-81 to 1986-87. Two figures look at estimated student aid by source for academic year 1987-88 and purchasing power and changing composition of grand and loan aid in the 1980s. Some of the facts from these statistics include the following: the composition of aid distributed through grants, loans, and work has changed considerably over the years; trends in the number of aid recipients and average awards by program show a mixed picture; for federal campus-based programs, inflation-adjusted dollar support declined 17% during the 1980s; the cost of attending all types of institutions outpaced inflation in the 1980s; and the percentage of Pell grant dollars going to proprietary students more than doubled between 1980-81 and 1986-87. (SM)

ED 299 941 HE 021 980

Scientific and Engineering Research Facilities at Universities and Colleges: 1988.
Westat, Inc., Rockville, MD.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.; National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
REPORT NO.- NSF-88-320
PUB DATE- Sep 88
NOTE- 172p.
AVAILABLE FROM- Universities and Colleges Study Group, Division SRS, National Science Foundation, Washington, DC 20550.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Black Colleges; Construction (Process); *Educational Facilities; Educational Facilities Planning; *Engineering; Facili Expansion; Facility Improvement; Financial Support; Higher Education; National Surveys; Questionnaires; *Research and Development; *Scientific Research

A comprehensive national database on key quantitative and qualitative aspects of scientific and engineering research facilities at universities and colleges is presented. This study was conducted in response to a Congressional request for systematic information on the status of academic research facilities. The National Science Foundation (NSF) was directed to "design, establish, and maintain a data collection and analysis capability for the purpose of identifying and assessing the research facilities needs of universities and colleges." Seven chapters look at the following: (1) introduction (background, presentation of the data and organization of the report); (2) current amount of research space; (3) new construction and repair/renovation of research facilities; (4) sources of funds for research facilities projects; (5) condition and adequacy of research facilities; (6) research facilities at historically black colleges and universities; and (7) comparison of 1986 and 1988 research facilities surveys. Some of the findings are: major sources of funds for research facilities include state/local governments, private funds, institutional funds, and tax-exempt bonds; actual and planned repair/renovation costs for the period 1986-1989 total about $1.6 billion; and institutions reported actual and planned construction projects totalling about $5.5 billion. Five appendices are as follows: technical notes; list of sampled institutions; facilities request and approval process; survey questionnaire; and detailed statistical tables. The report contains 30 tables, 4 charts, and 18 figures. (SM)

IFLA General Conference, 1987. Division of Libraries Serving the General Public. Children's Libraries Section. Public Libraries Section. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 116p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (53rd, Brighton, England, August 16-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
DESCRIPTORS- Adolescents; *Adult Education; Centralization; Childhoo Interests; Continuing Education; Copyrights; Developed Nations; Educationally Disadvantaged; Elementary Secondary Education; Foreign Countries; International Cooperation; *Library Services; National Libraries; *Public Libraries; Recreational Reading; *School Libraries
IDENTIFIERS- British Council; *Childrens Libraries; Library Development; *Public Lending Rights

Four of the 17 papers in this collection focus on library services for children; the remaining 12 are concerned with public libraries. The papers on children's libraries appear first on this list: (1) "A Study of Integrated Services" (Selma K. Richardson, United States); (2) "Partnership and Prosper: A Broader View of Children's Libraries" (Roy Hutton, United Kingdom); (3) "Library Services to under Fives" (Linda Hopkins, United Kingdom); (4) "Teenage Activities: Xchange, Bradford's Library for Teenagers" (Sally Williams, United Kingdom); (5) "Public Lending Right (PLR): The UK Experience" (John Sumsion, United Kingdom); (6) "The Round Table of National Centres for Library Services" (Dick Reumer, Netherlands); (7) "Centralized Library Service" (Jan Gumpert, Sweden); (8) "Centralized Services for Libraries" (W. De Ceuster, Belgium); (9) "Library Development Worldwide: The Role of the British Council" (Gillian Roche, United Kingdom); (10) "Annual Reports of Sections of the Division of Libraries Serving the General Public" (Section of Public Libraries, Libraries Serving Disadvantaged Persons, School Libraries Section, and Section of Children's Libraries); (11) "The Work of INTAMEL (International Association of Metropolitan Libraries)" (Constance Cooke, United States); (12) "The Recent Public Lending Right Scheme in the Netherlands" (Herman Cohen Jehoram, Netherlands); (13) "Libraries and Adult Education: City Perspectives" (Patricia Coleman); (14) "Libraries and Continuing Education in Australia" (Christine Crocker, Australia); (15) "Libraries and Continuing Education in the United Kingdom: A Strategy for Cooperation" (David Lewis, United Kingdom); and (16) "Libraries and Adult Education: County Perspectives" (W. Gwyn Williams, United Kingdom and (17) "Outreach: Promoting Recreational Reading to Families" (Dina Thorpe). (CGD)

ED 300 016 IR 052 513

Master, Lawrence; Master, Nancy L.
A 1988 Statewide Survey of Nevada School Librarians' Self-Perceptions as Instructional Leaders in Their Schools.
PUB DATE- 88
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Instructional Leadership; Learning Resources Centers; *Library Instruction; Library Role; *Media Specialists; *School Libraries; *Self Concept; State Surveys
IDENTIFIERS- *Nevada

A statewide survey of Nevada school librarians was conducted in the spring of 1988 to determine their perceptions of their roles as curriculum leaders in their schools. Their responses showed that Nevada school librarians see themselves as instructional leaders, and to a lesser extent perceive that their principals, teaching colleagues, and parents also see them in this role. The survey also found that: (1) school librarians are support, auxiliary personnel for classroom area teachers as well as the media specialists for their schools; (2) they are particularly involved in the language arts, social studies, and science programs in a support capacity, but are directly involved with reading programs at all grade levels; (3) they value their contacts and friendships with school colleagues; (4) they are more involved in teaching library skills, serving as media specialists, and supervising students and aides, and less involved in administrative, clerical, purchasing, cataloging, and classifying functions; (5) school principals set the tone for the reception of the school librarian by the rest of the school staff; and (6) each school still remains unique in its perception and utilization of the school librarian. The attached copy of the questionnaire used, which was an updated version of the one developed for a statewide survey in 1986, includes a tally of the rankings for individual questions. (EW)

ED 300 032 IR 052 529

Schamber, Linda
The Novice User and CD-ROM Database Services. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-IR-88-2
PUB DATE- May 88
NOTE- 3p.
CONTRACT- RI88062008
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Costs; Databases; Futures (of Society); Microcomputers; *Online Systems; *Optical Data Disks; *Reference Services; *Users (Information)
This digest answers the following questions that beginning or novice users may have about CD-ROM (a compact disk with read-only memory) database services: (1) What is CD-ROM? (2) What databases are available? (3) Is CD-ROM difficult to use? (4) How much does CD-ROM cost? and (5) What is the future of CD-ROM? (15 references) (MES)

ED 300 074 JC 880 494

Clagett, Craig A.
Employer Evaluations of PGCC Graduates. Research Brief 89-1.
Prince George's Community Coll., Largo, Md. Office of Institutional Research.
PUB DATE- Sep 88
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; Community Colleges; *Employer Attitudes; *Job Skills; *Job Training; Occupational Surveys; *Personnel Evaluation; Program Effectiveness; Questionnaires; Two Year Colleges; Vocational Education; Vocational Followup
Employers of occupational program graduates from Prince George's Community College (PGCC) are surveyed biennially to assess program effectiveness. In order for his/her employer to be included in the study sample, a graduate must have graduated from an occupational program, be employed full time at the time of the survey, hold a job directly or somewhat related to their college training, and have given researchers permission to survey his/her employer. In 1987, supervisors of 90 occupational graduates from the class of 1986 were surveyed to determine their perceptions of the graduates' preparation for employment. Study findings, based on a 48% response rate, included the following: (1) 95% rated the graduates' overall preparation as "very good" or "good"; (2) similarly high ratings were given to graduates' knowledge of specific technical job skills, ability to learn on the job, ability to solve job-related problems, oral communication skills, writing skills, and attitude toward work; (3) nearly 20% of the employers rated graduates' familiarity with equipment as "fair," "poor," or "very poor; and (4) only one employer said s/he would not hire another PGCC graduate of the same program. Data from the 1980, 1982, 1984 and 1986 graduate employer surveys show that PGCC graduates' employment preparation rated higher than the statewide average for community colleges in three of the four surveys. The survey cover letter and questionnaire are appended. (AJL)

ED 300 089 JC 880 510

McKinney, T. Harry; Davis, Dale A.
Distribution of Federal Funds for Vocational Education to Community, Technical, and Junior Colleges.
American Association of Community and Junior Colleges, Washington, D.C.; Association of Community Coll. Trustees, Annandale, Va.
REPORT NO.- ISBN-0-87117-186-4
PUB DATE- 88
NOTE- 62p.; Prepared for AACJC/ACCT Keeping America Working Task Force.
AVAILABLE FROM- American Association of Community and Junior Colleges, One Dupont Circle, NW, Suite 410, Washington, DC 20036 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Categorical Aid; Community Colleges; Comparative Analysis; Educational Finance; Educational Legislation; *Educational Trends; *Federal Aid; *Federal Legislation; Federal Programs; National Surveys; Trend Analysis; *Two Year Colleges; *Vocational Education; Work Experience Programs
In 1988, a study was conducted to determine the extent to which vocational and technical programs at two-year colleges have been supported by federal aid. State directors of two-year college education were surveyed for background information on the last three years of vocational education funding under the Vocational Education Act (VEA) of 1963, and on the first year of funding under the Carl D. Perkins Act of 1984. Study findings included the following: (1) two-year colleges received 22% to 23% of the total VEA allotments to 46 responding states in 1982-83 to 1983-84; (2) responses from the 37 states that provided funding data by program category indicated that two-year colleges received less than 20% of the states' VEA allotments for every program category except Basic Grants, for which 26% to 27% was alloted; (3) 43 states provided information on Perkins Act funding for 1985-86, indicating that two-year colleges received 22% of the Perkins Act allotments in all program categories combined, including 27% of the estimated allocations for the Vocational Education Opportunities Program and 17% of the allocations for the Vocational Education Program Improvement, Innovation, and Expansion Program; and (4) more detailed information on Vocational Education Opportunities Program allocations revealed that two-year colleges in the 43 responding states received 20% of the allocations for the handicapped, 23% of the allocations for the disadvantaged, and 41% of the allocations for adult training/retraining. Appendixes present study findings by state. (AAZC)

ED 300 134 PS 017 632

Braun, Maureen H.; Fuscaldo, Diane P.
Findings from an Evaluation of a Comprehensive Parent Education Program for School-Age Parents.
PUB DATE- Oct 88
NOTE- 22p.; Paper presented at the meeting on "Families: A National Resource, a National Priority" (Chicago, IL, October 6-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Mothers; Child Abuse; Child Neglect; Child Rearing; Day Care; *Early Parenthood; High Schools; Intervention; Parent Attitudes; *Parent Child Relationship; *Parent Education; Parenting Skills; Prevention; *Young Children
This study evaluates the impact of the Parent Linking Project III (PLP III) on its participants. The PLP III is a comprehensive program for teenage mothers which offers workshops in parenting, mother-child interaction, and vocational awareness, and provides day care services that allow teen mothers to take the opportunity to complete their high school education. The subjects of the study were 23 black teenage mothers aged 15-18 years, and their children aged 5-48 months. The Adult Adolescent Parenting Inventory, the Nursing Child Assessment Teaching Scale, and the Coopersmith Self-Esteem Inventory were administered before and after participation in the project to determine the project's impact on participants' parenting attitudes, mother-child interaction skills, and self-esteem. It was found that the mean response scores increased favorably for inappropriate expectations of the child, lack of empathy for the child, corporal punishment, and role reversal. The results indicate a need for early and comprehensive intervention programs for teenage mothers and their children. The study concludes with list of 21 references. (RJC)

RC

ED 300 149 RC 016 283

Mock, Karen R.
Status Report on Multicultural Education in Early Childhood Education.
SPONS. AGENCY- Department of the Secretary of State, Ottawa (Ontario). Multiculturalism Directorate.
PUB DATE- 84
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; Bilingual Education Programs; Canada Natives; Cross Cultural Studies; *Cross Cultural Training; *Early Childhood Education; Ethnic Groups; Foreign Countries; Government Role; Migrant Children; *Multicultural Education; *Non English Speaking
IDENTIFIERS- *Canada

Beginning with a summary of a 1983 roundtable discussion held by education officials in Canadian universities and government, this report provides a general overview of multicultural early childhood education in Canada. Activities in each province are described. In British Columbia, for example, a successful Native Infant Program on Vancouver Island combines traditional Native American and current techniques to teach child-rearing. Research also is being done in British Columbia on early childhood English as a Second Language (ESL), ethnic studies, and multiculturalism. Other projects in Alberta, Saskatchewan, Manitoba, Quebec, Ontario, and the Atlantic Provinces also are discussed. The document takes special note of Canadian groups working to develop Preschool ESL programs. Also noted are issues that have emerged from the discussions of the Canadian Council on Multicultural and Intercultural Education and other groups; and various suggestions regarding the issue of multiple jurisdictions, courses and content; and the importance of individuals and organizations are offered. It is concluded that multicultural education is just beginning to be considered within early childhood education in Canada, as evidenced by the increasing number of related associations and administrators who are advocating for effective preparation of educators in dealing with children from immigrant backgrounds and backgrounds in which English is not spoken. The fact that early childhood education is not considered to be a strictly educational concern may pave the way for more federal involvement, particularly for providing information and training. While provinces grapple with the question of ministries' responsibilities, the federal government can assist in determining the direction of these developments. The document includes a suggested reading list of 10 items. (TES)

ED 300 161 RC 016 756

Grant, Agnes
Content in Native Literature Programs.
PUB DATE- 18 Oct 86
NOTE- 18p.; Paper presented at the Mokakit Conference of the Indian Education Research Association (Winnipeg, Manitoba, Canada, October 16-18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Culture; *American Indian Education; *American Indian Literature; American Indians; American Indian Studies; Canada Natives; *Cultural Education; *Curriculum Problems Elementary Secondary Education; Foreign Countries; Legends; *Literary Devices; Mythology; Poetry; Story Telling
IDENTIFIERS- *Canada; Oral Tradition
Including Native literature in school curricula is an important way of enhancing the Native student's self-concept and providing accurate Native cultural knowledge to Native and non-Native students alike. Nevertheless, Canadian school literature programs generally contain neither contemporary nor traditional Native literature. Some programs contain "Native literature" written by non-Natives, but the writing tends to deal with non-Natives' reactions to Native people and may create new stereotypes. Literary critics have generally overlooked the unique qualities of Native literature. One significantly different aspect is oral transmission, now eroding in the face of Western preference for the written word. In the oral tradition, words are chosen with great care, creating a terse, forceful style. This reverence for the word and the sacredness of the utterance are distinguishing characteristics of Indian literature, along with a sense of place, feeling for ritual, affirmation of the need for community, and a significantly different world view. Just as allusions to Greek mythology and the Bible pervade Western literature, Native literature is full of Indian mythological references, such as the trickster, a picaresque anti-hero. Traditional poetry requires special understanding and teaching, in that its main purpose was to trap the universal mystery in a net of magical words and thereby obtain power. Traditional poetry does not contain rhyme, synonyms, or personification, but relies on rhythm and word pairing or "dualism," features which are often lost in translation. 22 references (SV)

ED 300 174 RC 016 785

Alcorso, Caroline; Cope, Bill
A Review of Australian Multicultural Education Policy 1979-1986.
NACCME Commissioned Research Paper No. 6.
National Advisory and Co-ordinating Committee on Multicultural Education, Woden (Australia).
PUB DATE- Dec 86
NOTE- 41p.; For related document, see ED 286 259.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Education; Cultural Pluralism; *Educational Policy; Elementary Secondary Education; *English (Second Language); Foreign Countries; *Multicultural Education; *Position Papers; *Second Language Learning
IDENTIFIERS- *Australia; Ethnic Schools
This paper is an overview of 64 documents on multicultural education policies from various Australian state education bodies during the period 1979 to 1985. In comparisons between states and across time, these policies are marked by inconsistency in form, scope, status, and content. States vary considerably on: (1) whether English as a second language (ESL) is part of multicultural education or an independent field; (2) the purposes of bilingual education and second language learning; (3) the role of ethnic schools; and (4) approaches to sociocultural education. Nevertheless, important trends are worthy of note. Institutionally, the multicultural education movement developed as a result of initiatives from Canberra, and policy statements began emerging in the late 1970s as part of the administration of tied federal funding. Across all policies, there have been moves toward concepts of mainstreaming: (1) influencing mainstream teachers about the ESL needs of their non-English-speaking students; (2) broadening the concept of community languages to encompass all languages other than English so that they gain equal curricular importance; and (3) establishing multiculturalism as an ethic that crosses the school, combatting racism at both structural and attitudinal levels. However, equivocation in policy language and reports of actual practice suggest that the mainstream has hardly been affected. Mainstreaming is now the key word of policy and debate. (SV)

ED 299 863 HE 021 742

Cox, Sherralyn C.
A Longitudinal Study of Values in Preferences Changes as an Index of Adult Development in Berea College Students and Alumni.
PUB DATE- Apr 88
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, *Papers Presented at...* (150 Reports - Research/Technical (143)
DESCRIPTORS- Alumni; *College Attendance; Educational Benefits; Graduate Study; Higher Education; Individual Development; Longitudinal Studies; *Outcomes of Education; School Role; Sex Differences; Social Status; *Student Development; *Values
IDENTIFIERS- *Berea College KY
Many studies in higher education have focused on the development o late adolescent and adult personality change on the assumption that such change was brought about by the college experience. The focus of this study is on the value changes that occur during college years and the changes that endure beyond college. Group and individual values preferences changes are examined with controls for gender, Appalachian status, education beyond the bachelor's level, and involvement in selected alumni activities. The Allport, Vernon, Lindzey Study of Values was administered to the Berea College Class of 1966 as freshmen, seniors, and 21-year alumni. Related literature is discussed, and the Pace alumni survey questionnaire is explained. Change in this class was seen to be the most dynamic during the college period with the greatest change being an increase in aesthetic and a decrease in religious values preferences. The only significant change in the alumni period is an increase in economic values. Males scored higher on theoretical, economic, and political values, and females score higher on aesthetic, social, and religious values. Those educated beyond the bachelor's degree decreased in theoretical and increased in religious values. Participation in alumni activities was quite varied among the respondents. Tables and charts are included. Contains 31 references. (Author/SM)

ED 299 973 IR 013 488

Schlenker, Richard M.
Setting Up Letters Using the AppleWorks Word Processor Subprogram a
Apple IIe or GS Computers.
PUB DATE- Jun 88
NOTE- 20p.; For other guides in this series, see IR 013 483-487.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Software; Disk Drives; Guidelines; Keyboardi
(Data Entry); *Letters (Correspondence); *Microcomputers; *Word
Processing
IDENTIFIERS- *AppleWorks
This manual is a "how to" training device for setting up letter word processing files using the AppleWorks program with an Apple IIe or Apple IIGS computer which has a Duodisk or two disk drives and an 80-column card. The manual provides step-by-step directions, and includes 16 figures depicting the computer screen at the various stages of word processing sequence. (EW)

NOTE- 27p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (53rd, Brighton, England, August 16-21, 1987).
LANGUAGE- English; French; German
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administration; *Archives; Cultural Background; Developed Nations; Developing Nations; Economic Factors; Foreign Countries; *Information Services; *Information Technology; *Librarians; Library Services; *Preservation; Reprography; Research Libraries; *Technological Advancement
IDENTIFIERS- Acid Free Paper

The three papers in this collection were presented at the opening of the conference and the plenary session. The first is the "Presidential Address: Brighton, 1987 = Eroffnungsansprache zur IFLA Generalkonferenz Brighton 1987" (Hans-Peter Geh). These remarks by the President of the International Federation of Library Associations (IFLA) address the theme of the conference--"Library and Information Services in a Changing World"--with: (1) special attention to a view of IFLA since its founding in 1927; (2) recognition of the 110th anniversary of the British Library Association and the appropriateness of holding the conference on British soil; (3) the wide-ranging activities in library work in the Third World by IFLA; (4) education of the present-day librarians who must adapt to a rapidly changing social and technological environment; (5) new professional fields presenting new job possibilities; and (6) a summary of discussions concerning closer coordination between the professional work done in the Sections and Core Programs. Also included in this collection are: "Preservation Is Justified by Access" (Alexander Wilson, formerly of the British Library, United Kingdom), and "Is the Library a Source of Information in the Developing Countries? = Bibliotheque, Source d'information dans les pays en developpement?" (K. M. Aithnard, Director General, New African Editions, Togo). Two of the papers are given in both the original language and English. (CGD)

Continuing Education Outcomes at Prince George's Community College. Research Brief RB89-7.
Prince George's Community Coll., Largo, Md. Office of Institutional Research.
PUB DATE- Nov 88
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; Community Colleges; *Continuing Education; Inservice Education; Job Training; Labor Force Development; Noncredit Courses; *Outcomes of Education; Participant Satisfaction; State Surveys; *Student Characteristics; Student Educational Objectives; Two Year Colleges
IDENTIFIERS- *Contract Training; Maryland

In fiscal year (FY) 1988, a total of 18,869 individuals took only noncredit classes at Prince George's Community College (PGCC), compared to 17,599 who enrolled exclusively in credit classes. A study was conducted to assess student outcomes in continuing education, using data from state reporting systems, interviews with apprenticeship and licensure agencies, college records, and findings from a statewide survey of noncredit students. The study also included a survey of 2,550 students who had attended PGCC noncredit courses during FY 1987. Study findings included the following: (1) 36% of the survey respondents were employed full-time, 6% were working part-time, and 45% were retired; (2) 91% had satisfactorily completed all course requirements; (3) of those students who had taken the noncredit class to prepare for entry into a first career, 71% had achieved that goal; (4) PGCC provided contract training to 36 businesses, governments, and other organizations in FY 1988; (5) during FY 1988, PGCC identified 26 private businesses and 25 government agencies that utilized the college's open enrollment courses for their employee professional development needs; and (6) 82% of PGCC's non-credit students indicated that they had attended all class sessions, and 85% rated their instructors as "good" or "very good." Comparisons between PGCC's and statewide survey findings are presented throughout the report. (AYC)

ED 299 821 FL 017 624

Bickes, Gerhard
On the Role of Adjectives in the Language Acquisition of Adult Immigrants in Germany.
PUB DATE- Aug 87
NOTE- 21p.; Paper presented at the World Conference of Applied Linguistics (8th, Sydney, New South Wales, Australia, August 16-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjectives; Adults; Case Studies; Foreign Countries; *German; Immigrants; Migrant Workers; *Pragmatics; Second Language Learning; *Vocabulary Development

IDENTIFIERS- *West Germany
A study investigated the distribution and specific use of adjectives and related expressions in the naturally acquired German of one Turkish and two Italian migrant workers in West Germany. The research was part of a larger study of untutored language acquisition by migrant workers in Europe. Specifically, this study examined the learning of vocabulary for ascribing properties to objects, comparisons, grading of qualifications, and expressions of evaluation in the course of 2.5 years. In general, a low adjective frequency was found in these subjects despite the fact that as adults they had a fully developed system of perceptual and cognitive patterns for structuring and conceptualizing linguistic input. Explanations for this phenomenon are sought in pragmatics (i.e., the learner's uncertainty about the appropriateness of usage) and the organization of concepts. The subjects also showed an analytical (i.e., lexical) approach to comparison, attempting to specify the degree to which an object shows a particular property. The semantic, logical, and pragmatic status of adjectives are examined for insight into both low frequency and idiosyncratic use in these learners' language. (MSE)

ED 299 876 HE 021 765

Curry, Denis J.
Tuition and Student Aid Policies: What Role for SHEEOs?
State Higher Education Executive Officers Association.
PUB DATE- Jun 88
NOTE- 22p.; For related documents, see HE 021 760 and HE 021 766-768
AVAILABLE FROM- State Higher Education Executive Officers, 1860 Lincoln Street, Suite 310, Denver, CO 80295 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agency Role; Educational History; Government Role; Higher Education; *Policy Formation; Professional Associations; *Public Policy; State Aid; *State Government; *Student Financial Aid; *Tuition
IDENTIFIERS- *State Higher Education Executive Officers Assn

Tuition policy is interrelated with many issues addressed by state higher education executive officers (SHEEOs), including quality, access, choice, and funding. The central policy issue is how to set tuition levels in amounts and in a manner that support the state's substantive higher education policies, explicit or implicit. Tuition and financial aid are mutually supporting policies, not ends in themselves. Recent national surveys have provided information on related policies and practices. Tuition policies appear to belong to two general models, revenue-based and formula-driven. A variety of approaches to financial aid were found, with only 27 states indicating some form of policy. Links between student aid and tuition policies do not appear to be strong. Examination of states' relative tuition levels as they relate to student aid policies provides insights into the two tuition policy models. Policies appear to have changed in recent years due to reduced state revenues available to higher education. While each state's higher education finding system reflects its unique environment, state higher education agencies can apply similar tests to see if existing tuition and financial aid policies meet the state's needs and other policy objectives, and can begin to refine the connection. Selected questions from Part I of the SHEEO Survey on Tuition, Policy, Costs and Student Aid are appended. Contains 15 references. (MSE)

ED 299 889 HE 021 820

Fact Book 1986-1987. State University System of Florida.
Florida State Board of Regents, Tallahassee.
PUB DATE- Jun 88
NOTE- 207p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Access to Education; College Admission; Contracts; Degrees (Academic); Educational Finance; Enrollment Trends; Financial Support; Grants; Higher Education; *Institutional Characteristics; Personnel; *State Universities; Student Costs; Tuition
IDENTIFIERS- Florida; *State University System of Florida
Comparative data about the State University System of Florida (gathered by the Florida State Board of Regents) are provided. Summary information is presented using tabular displays, charts, graphs, and a glossary of terms and abbreviations. Data were gathered from a variety of sources, with the primary source documents being the State University System Data Tapes, the Higher Education General Information Survey Reports, annual financial statements, operating budgets, and reports required by the United States Office for Civil Rights. Lists of the Florida State Board of Education (1986-1987), the Florida State Board of Regents (1986-1987), and the University presidents (during 1986-1987) are provided. A history and description of the State University System of Florida is included. Tables, charts, and graphs are broken down into the following categories: institutional characteristics; admissions; enrollment; degree programs; tuition, fees, and financial aid; institution finance; contracts and grants; personnel; and functional directory by responsibility. (SM)

ED 299 903 HE 021 879

Student Default Initiative Act of 1988. Report. Committee on Education and Labor. U.S. House of Representatives. 100th Congress, 2nd Session, Together with Supplemental Minority and Additional Views.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

REPORT NO.- House-R-100-820

PUB DATE- 88

NOTE- 98p.; Committed to the Committee of the Whole House on the State of the Union.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Educational Finance; Educational Legislation; *Eligibility; *Federal Legislation; Federal Programs; Higher Education; *Loan Repayment; Public Policy; Student Financial Aid; *Student Loan Programs; Tuition

IDENTIFIERS- Congress 100th; *Higher Education Act 1965; Loan Default; Pell Grant Program

The report of the Committee on Education and Labor, together with supplemental minority and additional views is presented to accompany H.R. 4986 to amend the Higher Education Act 1965 to reduce the default rate on student loans under the Act. Topics include the following: committee action; background and need for the legislation; explanation of H.R. 4986; Pell Grant provisions; treatment of student income and assets; independent student definition; notification of loan status; student loan default amnesty program; pilot repayment program; default reduction agreements; use of insurance fund for default reduction management; federal student assistance report; ability to benefit; tuition refund policy; authority to withhold transcripts; use restrictions on institutional promotional activities; guaranty agency study; technical corrections; and inapplicability to outstanding appropriations. The Congressional Budget Office estimate pursuant to section 403 of the Congressional Budget Act of 1974 is set forth. Changes in existing law made by the bill are reported. (SM)

ED 299 929 HE 021 930

Guaranteed Student Loans. Lenders' Interest Billings Often Result in Overpayments. Report to Congressional Committees.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO-HRD-88-72
PUB DATE- Aug 88
NOTE- 43p.
AVAILABLE FROM- U.S. General Accounting Office, Post Office Box 6015, Gaithersburg, MD 20877 (free).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Finance; Error of Measurement; *Federal Aid; Federal Programs; Financial Problems; Government Role; Higher Education; *Interest (Finance); *Loan Repayment; Reliability; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Department of Education; *Guaranteed Student Loan Program; *Lenders (Finance)

Lenders' billings for interest subsidy payments under the Department of Education's Guaranteed Student Loan Program (GSLP) are discussed. In fiscal year 1986, the Department of Education paid lenders $2.4 billion in interest subsidies on $39 billion of outstanding Guaranteed Student Loans. The General Accounting Office (GAO) reviewed the accounts of large lenders to determine (1) the extent of errors lenders make in their billing statements, (2) the cost of these errors in federal overpayments to lenders, and (3) the adequacy of the Department's procedures and internal controls for payment to lenders. All 16 lenders studied made errors in their September 30, 1985, billings on which the Department based payments of $69.4 million. Many errors appear small when viewed individually but are significant when projected to the lenders' total portfolio of Guaranteed Student Loans. It is found that the Department's oversight of billing is inadequate, and lenders lack sufficient incentives to maintain accurate loan accounts. Recommendations are that Congress amend the Higher Education Act to authorize the Secretary of Education to assess lenders' interest on overpayment of interest subsidies due to erroneous billings from the dates of the overpayments and, also to require lenders to have their independent auditors verify loan accounts and interest billings as part of their periodic audits. Five appendices are: loans outstanding for lenders included in GAO's review; interest and special subsidy allowance billed by lenders included in GAO's review, accounts in which lenders miscalculated loan balances or interest due; comments from the Department of Education; and comments from the Consumer Banking Association. Tables and figures are included. (SM)

ED 299 956 IR 013 471

Training of Secondary School Teachers in the Use of Computers in General Education. The European Regional Workshop (23rd, Prague, Czechoslovakia, November 30-December 4, 1987). Final Report.
European Information Center of the Charles Univ. for Further Education of Teachers. Prague (Czechoslovakia).
PUB DATE- Dec 87
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reference Materials - Bibliographies (131) Reports - Research/Technical (143)
DESCRIPTORS- Abstracts; *Case Studies; *Computer Literacy; Educational Technology; Foreign Countries; *General Education; Higher Education; Secondary Education; *Secondary School Teachers; *Teacher Education
IDENTIFIERS- *Europe; UNESCO

This report presents the proceedings of a regional workshop on the training of secondary school teachers in the use of computers in general education, which was conducted to launch a pilot project for the countries of Europe and stimulate international cooperation in the field. Introductory materials note that the tasks set for workshop participants included the examination of 11 case studies prepared under contract with Unesco; the identification of innovative trends in pre- and in-service training of secondary school teachers in this area; and the development of proposals for regional and international cooperation in the implementation of the regional pilot project for the biennium 1988-1989. The report is divided into three parts: (1) background of the workshop, including objectives, participation, documentation, and organization; (2) the results of the workshop proceedings, including examination of the case studies, strategy guidelines (the needs of the beginner, developing skills, and the informatics-competent teacher), and resource implications; and (3) proposals for regional and international cooperation, including criteria, principles, application area, institutions, and cooperation. Appendixes include a copy of the workshop agenda, a list of participants, the chairman's position paper ("Teacher Training in the Context of a Changing Model of the School" by Rhys Gwyn), a bibliography of participants' papers received, a 94-item supplemental bibliography (of which 35 are in various European languages), and abstracts of 10 of the case studies prepared for Unesco. (EW)

ED 300 033 IR 052 530

Annual Report of the Librarian of Congress, 1987, for the Fiscal Year Ending September 30, 1987.
Library of Congress, Washington, D.C.
PUB DATE- 88
NOTE- 244p.; For the 1986 report, see ED 286 534.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Cataloging; Copyrights; *Federal Programs; Information Science; Law Libraries; *Library Services; Library Statistics; *National Libraries; Program Descriptions; *Research Libraries
IDENTIFIERS- Congressional Research Service; Copyright Office; *Library of Congress

Fiscal year activities are summarized for seven organizational areas of the Library of Congress: (1) Administration--Office of the Librarian and Management Services; (2) National Programs--American Folklife Center, Children's Literature Center, Educational Liaison Office, Exhibits Office, Federal Library and Information Center Committee, Information Office, National Library Service for the Blind and Physically Handicapped, and Publishing Office; (3) Congressional Research Service, including examples of selected major issues dealt with in the 100th Congress; (4) Processing Services--acquisitions and overseas operations, bibliographic products and services, cataloging, networking, and staff activities; (5) Research Services--acquisitions, management of collections, preservation, services to readers, automation, public programs, publications, administration, and basic workload; (6) Law Library--service to Congress, service to government and other noncongressional users, special projects and publications, collection development and maintenance, and personnel; and (7) Copyright office--changing technologies, Copyright Office operations, Copyright Office regulations, legislative developments, judicial developments, and international meetings. Also included are lists of library officers and an organization chart. The appendixes present statistics on various activities as well as information on legislation; exhibits; concerts, lectures, and other programs; Library of Congress publications; and litigation. (MES)

ED 300 119 PS 017 600

Ostrowski, Patricia Maslin
Twice in One Grade = A False Solution. A Review of the Pedagogical Practice of Grade Retention in Elementary Schools: What Do We Know? Should the Practice Continue?
SPONS. AGENCY- Rhode Island State Dept. of Education, Providence.
PUB DATE- 1 Nov 87
NOTE- 50p.; Based on a Ph.D. Dissertation, Harvard University.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; Cost Estimates; Court Litigation; Dropout Prevention; Educational Strategies; Elementary Education; Elementary School Students; *Grade Repetition; *Program Effectiveness; *School Holding Power; *School Policy; *Student Promotion; Transitional Programs
This monograph reviews pertinent research and issues concerning grade retention in an effort to understand the implications for retention and promotion policies, especially in elementary schools. The monograph discusses 11 topics, including: (1) the historical context of retention and promotion; (2) the link between grade retention and dropouts; (3) the number of students retained and their characteristics; (4) financial costs of grade retention; (5) court decisions concerning retention and promotion; (6) analysis of research that indicates disadvantages or advantages of elementary grade retention; (7) methodological problems which cast doubt on most research findings; (8) transition classes as an alternative to retention; (9) dropout and higher education retention literature; (10) implications for policymakers; and (11) reasons that retention practices persist. A list of 63 references is included. (RJC)

ED 299 792 EC 211 071

Covert, Angela M.
Summary, Conclusions, Recommendations, and Implications of the Conference: Purpose and Format. Summary.
PUB DATE- 87
NOTE- 12p.; Three papers from the Proceedings of the National Conference on the Transition of Profoundly/Multiply Handicapped Deaf-Blind Youth (Washington, DC, April 7-10, 1986); see EC 210 066.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Advocacy; *Deaf Blind; *Delivery Systems; Group Homes; Health Needs; Leisure Time; *Multiple Disabilities; Needs Assessment; Normalization (Handicapped); Parent Participation; Physical Health; *Program Development; Public Policy; Recreational Activities; Residential Programs; Secondary Education; *Severe Disabilities; Training; *Transitional Programs
IDENTIFIERS- Supported Competitive Employment

The purpose of the conference summarized here was to provide a multidisciplinary examination of the critical service needs of youth who are profoundly/multiply handicapped with deaf-blindness and who are old enough to be leaving the education system, and to recommend strategies for providing high quality comprehensive transition services for the youth and their families. Four conference working groups focused on: residential services and options, independent living and employment options, recreation and leisure options, and health and psychosocial services. The groups considered the conference presentations and discussions, identified the issues, and formulated recommendations for programs and policy. A synthesis of the four working group reports is presented, covering: definition of the population; philosophical premises; characteristics of high-quality programs and services; and issues and recommendations in the areas of attitudes and advocacy, personnel training, program accessibility, parent/family involvement, policy- and agency-related issues, and the problem of working from a limited knowledge base. Conclusions are drawn concerning transition and the quality of life, the individual in the context of family and environment, the state of the art of services, staff and training, and dissemination and advocacy. (JDD)

ED 299 807 FL 017 606

La Rocca, Samuel J.
I Can Learn Spanish.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- Curric-03-3021-81; ISBN-88315-461-7
PUB DATE- 80
NOTE- 266p.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston Street, Room 613, Brooklyn, NY 11201 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Dialogs (Language); *Educational Games; Instructional Materials; Learning Activities; Notional Functional Syllabi; Puzzles; Second Language Instruction; *Spanish; Supplementary Reading Materials; *Vocabulary Development
IDENTIFIERS- *Anagrams; *Crossword Puzzles
This set of materials for Spanish second language instruction was designed for students who can be taught most effectively through a functional, conversational approach. It is intended as a supplement to the regular course of study so that all students, regardless of ability level, can be provided with an effective instructional program. It provides appropriate materials for non-academic students in the beginning phase of learning the language. Included in the units are simple dialogues and passages dealing with everyday situations that are not only directly useful for the classroom but also serve as models for additional material created by the teacher. Each unit contains a variety of exercises to facilitate language acquisition and stimulate interest in language learning. Attention is given to the natural sequence of structure within the topics and to the use of vocabulary and language expressions in context. Game types include acrostics, anagrams, crossword puzzles, word-searches, mazes, description and identification games, and songs. (MSE)

ED 299 837 FL 017 661

Rado, Marta
Hearer Perspective on Interlanguage.
PUB DATE- 86
NOTE- 35p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Melbourne, Victoria, Australia, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aural Learning; *Bilingualism; Comparative Analysis; English (Second Language); *Error Analysis (Language); Foreign Countries; Interlanguage; *Language Acquisition; *Language Processing; Listening Comprehension; Native Speakers; Second Language Learning; Young Children
IDENTIFIERS- Australia; *Caregiver Speech; Nonnative Speakers
Two studies investigated: (1) aspects of the language of native-English-speaking (ES) and non-native-English-speaking (NES) parents of children learning English and (2) the demands made on the listening of young children learning English from native-speaking parents and non-native-speaking parents. Information in the parent study was drawn from previous research. Subjects in the second study were selected 5- and 6-year-old children matched for sex, school achievement, and parent language background. Results of the first study indicate that 66% of the clauses uttered by NES parents were faulty compared with 11% of those uttered by ES parents, and NES parents made more errors in their repairs. In the second study, a linguistic awareness test was administered to 40 children. The ES-parent children performed as well as or better than the NES-parent children on all awareness measures. It is concluded from the two studies that NES parents impose a very heavy listening burden on their children and are not as hearer-oriented as the ES parents, suggesting that bilingualism does not necessarily enhance language awareness. (MSE)

ED 299 850 HE 021 653

Corak, Kitty
Basic Skills Education: The Dialectics of Reconciliation.
PUB DATE- Mar 87
NOTE- 28p.; Paper presented at the joint conference of the American College Personnel Association/National Association of Student Personnel Administrators (Chicago, IL, March 15-18, 1987) under th title "Effective Advising of the Underprepared: A Time to Reconsider."
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Ability; *Basic Skills; Cognitive Processes; College Curriculum; *College Programs; College Students; *Developmental Studies Programs; Educational Policy; Higher Education; Individual Development; *Institutional Mission; Student Characteristics; Study Skills
The question of whether basic skills courses belong in higher education is examined through a review of the literature. The following issues are discussed in terms of opposing and supporting positions: (1) economic concerns (recruitment of a wider pool of students necessitate basic skills courses but preserve enrollment levels); (2) academic concerns (educational quality, appropriate staffing, credit, loss of funds from academic programs); (3) legal concerns (litigation by students against institutions); (4) ethical concerns (obligation to society and the needs of varying types of students); and (5) philosophic concerns (definition of institutional mission and the place for basic skills education). The following types of proactive responses by the academic community to the basic skills needs of undergraduates are then discussed: cognitive skills (higher-order thinking skills); study skills (listening skills, note-taking, outlying, test-taking, time management); language skills; and personal development (attitudes, self-discipline, personal responsibility). Five problems that occur in basic skills programs are also described, including coordination, magnitude of the program, the presence of opposition, collection of student performance data, and status within the academic community. Contains 41 references. (KM)

ED 299 916 HE 021 909

Kimball, Bruce A., Ed.
Teaching Undergraduates. Essays from the Lilly Endowment Workshop on Liberal Arts.
Lilly Endowment, Inc., Indianapolis, Ind.
REPORT NO.- ISBN-0-87975-489-3
PUB DATE- 88
NOTE- 222p.
AVAILABLE FROM- Prometheus Books, 700 East Amherst St., Buffalo, NY 14215 ($24.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Books (010)
DESCRIPTORS- Academic Education; *College Faculty; *College Instruction; College Science; College Students; Ethical Instruction; General Education; Higher Education; Instructional Films; Learning; *Liberal Arts; Literature; Teacher Role; *Teacher Student Relationship; *Undergraduate Students; Workshops
IDENTIFIERS- *Lilly Endowment

The Lilly Endowment has a long-standing commitment to supporting liberal arts programs and teaching at the undergraduate level. The Endowment-sponsored summer workshop on the liberal arts, held annually at Colorado College, has a 28-year history. It offers professors and deans from a variety of colleges and universities the opportunity to study a specific problem related to the liberal arts at their own institutions, as well as to reflect on broader issues of concern to all liberal arts institutions. Ten essays from this workshop on teaching undergraduates include the following: (1) "Historia Calamitatum" (Bruce A. Kimball); (2) "Energizing the Classroom: A Personal and Phenomenological View" (Herman Sinaiko); (3) "Teaching Science" (Elof Axel Carlson); (4) "Teaching Literature: Rethinking the Socratic Method" (Mary Burgan and Michael Berger); (5) "Play and Undergraduate Teaching" (Margaret B. Wilkerson); (6) "Film Across the Curriculum: Teaching Subject Matter as Text" (Virginia Wright Wexman); (7) "Protagoras, Ph.D." (James Redfield and Herman Sinaiko); (8) "Teaching Ethics in a Professional Age" (David H. Smith); (9) "Does Teaching Help Students Learn?" (Joseph Katz); and (10) "Rewarding Excellent Teaching" (Frank Newman). An appendix is entitled "College and University Participants in the Lilly Endowment Workshop on the Liberal Arts, 1978-1988." (SM)

ED 299 974 IR 052 422

Aiyepeku, W. Olabode
Teaching Research Methods to Potential Graduate Librarians.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 32p.; Paper presented at the International Federation of Library Associations (IFLA) Pre-Session Seminar on International Colloquium on Education and Training of Library, Information and Archival Personnel (London, England, August 10-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Critical Thinking; Developing Nations; Graduate Study; Higher Education; *Information Science; *Library Education; *Professional Education; *Research Methodology; Social Science Research; Statistics; Team Teaching
IDENTIFIERS- *Third World Education Systems; *University of Ibadan (Nigeria)

Experiences in teaching a research methods course to Master of Library Science students at the University of Ibadan (Nigeria) are reported. Outlined are somewhat controversial teaching and learning considerations, based on the broad objectives and content of the research methods course taught in Ibadan's library school since 1977. These considerations include: (1) inculcating in students the main ingredients of the research process; (2) ensuring that students attain a certain level of numeracy; (3) exploring the advantages of team teaching; (4) availability and currency of appropriate resources; and (5) insuring effective evaluation of students' understanding of the course. It is suggested that alternative approaches to the lecture in teaching the course should be encouraged. Perennial areas of frustration are highlighted and discussed. In the final section, proposals are made that are aimed at ameliorating the endemic book famine in Third World countries and making the research methods course the modest beginning of a "research for development crusade." Three annexes are appended: the general course outline of Research Methods in Librarianship; statistical analysis and presentation; and the grading scheme for projects in this course. (16 references) (CGD)

ED 299 989 IR 052 438

IFLA General Conference, 1987. IFLA Core Programmes. Open Forum. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 7p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (53rd, Brighton, England, August 16-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cataloging; Developed Nations; Developing Nations; Foreign Countries; *Information Dissemination; *Information Technology; *International Programs; Library Automation; Library Services; Machine Readable Cataloging; Management Information Systems; Optical Data Disks; *Preservation; Standards; Technological Advancement; Telecommunications
IDENTIFIERS- Canada; *Transborder Information Flow

The four papers in this compilation report on some of the recent core programs of the International Federation of Library Associations (IFLA): (1) "The IFLA Universal Bibliographic Control and International Machine Readable Cataloging Programme (UBCIM)" (Ross Bourne, IFLA UBCIM Programme Officer); (2) "The IFLA UAP (Universal Availability of Publications) Programme" (Marie-France Plassard, IFLA UAP Programme Officer); (3) "Progress Report on IFLA Core Programme for Universal Dataflow and Telecommunications" (Cynthia Durance, National Library of Canada); and (4) "IFLA Core Programme on Preservation and Conservation (PAC)" (Merrily A. Smith, Director). (CGD)

ED 300 017 IR 052 514

Walters, Clarence R.
OCLC and Rural Library Service.
PUB DATE- 5 May 88
NOTE- 22p.; Paper presented at the Conference on Information and Rural Economic Development (Clarion, PA, May 5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bibliographic Databases; Bibliographic Utilities; Cataloging; *Interlibrary Loans; *Library Services; *Online Catalogs; *Public Libraries; Rural Population; *User Needs (Information)
IDENTIFIERS- *OCLC

This discussion of ways in which OCLC can be used by rural libraries to enhance the library services offered to rural Americans suggests that OCLC is a type of technology that can be used to overcome the insufficiency of funds to finance library services. OCLC products and services that are particularly relevant to small, rural public libraries are discussed in detail with reference to specific programs currently underway, including cataloging services, interlibrary loan, the Group Access Capability Program, and cluster and processing center participation options. Three more recent CD-ROM programs of particular interest and relevance to small rural public libraries are also discussed; i.e., CAT CD-450, a cataloging product; Search CD-450, a reference tool; and Resource Sharing CD-450, a resource sharing tool. Finally, several other ways in which OCLC can further assist small rural libraries are suggested. (EW)

ED 300 047 JC 880 446

Dinter, Larry
College and Institute Affiliations and Relationships with Business and Industry: The College Role in Employee Development.
PUB DATE- May 88
NOTE- 10p.; Paper presented at the National Conference of the Association of Canadian Community Colleges (St. John, New Brunswick, Canada, May 30-June 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeche Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Apprenticeships; Cooks; *Cooperative Education; Economic Development; Foreign Countries; Home Health Aides; *Industrial Education; *Job Training; Paraprofessional Personnel; Program Descriptions; *School Business Relationship; Technical Education; Two Year Colleges; Vocational Education
IDENTIFIERS- *Saskatchewan

Creating stronger links between community colleges and industry i likely to be one of the most important tasks in the creation of new industries in Canada and the development of an internationally competitive economy. Existing relations vary from arms-length to working hand in hand, and several projects have been undertaken to encourage closer ties. For example, the Nova Scotia Institute of Technology has teamed up with Pratt & Whitney to provide employees with high automation technology skills; Manitoba's Red River College recently signed a contract with Canadian Bronze to retrain employees on automated lathes and mills; and, in the field of high-technology computer systems, the Kelsey Campus of Saskatchewan Institute of Applied Science and Technology (SIAST) and Camosun College in British Columbia, have strong programs. SIAST has four successful industry-campus programs, including: (1) a 38-week program for apprentice cooks, which involves one day of instruction and six days of work per week, and was developed to replace a 6- to 8-week instructional program that posed problems for employers; (2) the Automotive Service Educational Program, a 5,900-hour apprenticeship program designed in conjunction with General Motors (GM) to prepare automotive technicians for a career in a GM dealership; (3) cooperative education that integrates related on-the-job experience with classroom theory by alternating periods of paid employment and academic study; and (4) a Home Care/Special Care Aide Program, which uses a modified competency-based approach to train workers to provide personal care in special care nursing homes and homemaker services in the home care field. Many more college-business programs exist in Saskatchewan, but additional effort is required to forge new linkages into viable relationships. (AJL)

ED 300 061 JC 880 477

The Curriculum Improvement Project in Business Careers Programs: Business Manager, Officer Administrator, Real Estate Agent, Real Estate Broker.
College of the Mainland, Texas City, Tex.
SPONS. AGENCY- Texas Coll. and Univ. System, Austin. Coordinating Board.
PUB DATE- 30 Jun 88
NOTE- 204p.; A major portion of the document is printed on colored paper.
GRANT- PVEP-88-1030-20
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); *Business Education; Community Surveys; Course Content; *Curriculum Development; Employer Attitudes; *Job Analysis; Labor Market; Needs Assessment; *Office Occupations Education; Program Evaluation; *Real Estate Occupations; Two Year Colleges
IDENTIFIERS- *DACUM Process

In 1987, the College of the Mainland undertook a project to update curricula in real estate, business management, and office technology. The project entailed a survey of the labor market to clarify personnel needs in selected fields; the use of the DACUM (Developing a Curriculum) process, which involved expert workers in the creation of task descriptions for their occupations to be used to verify or reject course content; and a variety of activities to evaluate current program offerings and needs. Using a composite of all evaluations, the faculty confirmed the short- and long-term need for training in real estate sales and brokerage, business management, and office technology. The project report provides: (1) an overview of the activities and outcomes of the curriculum review and development project; (2) a description of the methods and findings of the labor market survey of 800 local firms; (3) DACUM process results for each program, including a description of the participants in the DACUM workshops, a DACUM chart showing job duties and related tasks, and detailed task analyses for each occupation; and (4) a plan for articulated programs with secondary and other post-secondary institutions in the Mainland Texas area. (AJL)

ED 300 135 PS 017 633

Watt, Jan
The Two-Way Street: Interaction and Development in Small-for-Gestational-Age Infants.
PUB DATE- Aug 88
NOTE- 19p.; Paper presented at the Australian Developmental Conference (5th, Sydney, Australia, August 26-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Birth Weight; Foreign Countries; *Infants; *Intervention; Longitudinal Studies; *Mothers; *Parent Child Relationship; *Program Effectiveness
IDENTIFIERS- *Australia; Dyadic Interaction Analysis
Because small for gestational age (SGA) infants are a heterogeneous group known to be at increased risk of learning and behavioral disorders, a study was conducted to replicate and extend findings on developmental patterns of SGA infants in the first year. The study presented, as well, an opportunity to explore the effects, found in a previous larger study, of such a simple intervention as encouraging mothers' tactile stimulation of infants. Results reported are a portion of a short longitudinal study of groups of SGA infants and matched control subjects. Criteria for inclusion in the SGA group were that infants be under the third centile on weight for gestational age charts for New Zealand neonates, that they be more than 37 weeks gestational age, and that they had no identifiable physical or mental handicap. Appropriately growing control group subjects were matched on sex, birth order, and socioeconomic status. Demographic and perinatal data were collected at the time of recruitment. Observations of infants were conducted at 1 month, 3 months, 6 months, and 12 months of age. Complex patterns of results are speculatively discussed. (Appendixes include: (1) 11 references; (2) a list of interaction variables; (3) a table of test results; and (4) 8 figures containing charts of results.) (RH)

ED 299 890 HE 021 821

Credentialing Requirements: A Summary of the Thirty-One Professions Supervised by the Board of Regents and Administered by the New York State Education Department.
New York State Education Dept., Albany.
PUB DATE- May 88
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Architecture; Audiology; *Certification; Certified Public Accountants; *Compliance (Legal); Court Litigation; Court Reporters; *Credentials; Dental Hygienists; Dentistry; Engineering; Higher Education; Landscaping; Laws; Medicine; Nursing; Occupational Therapy; Occupational Therapy Assistants; Ophthalmology; Optometry; Pharmacy; Physical Therapy; Physical Therapy Aides; Physicians Assistants; Podiatry; Practical Nursing; Psychology; Shorthand; Social Work; Specialists; Speech Pathology; Standards; State Licensing Boards; Veterinary Medicine
IDENTIFIERS- Acupuncture; Massages; *New York

The basic requirements for credentialing in 31 professions supervised by the Board of Regents and administered by the New York State Department of Education are listed. Not every requirement is cited, and a more detailed statement of the credentialing requirements for these professions may be found in Title VIII of the Education Law and in the Regulations of the Commissioner of Education. The 31 professions are as follows: acupuncture; animal health technology; architecture; audiology; certified public accountancy; certified shorthand reporting; chiropractic; dental hygiene; dentistry; land surveying; landscape architecture; licensed practical nurse; massage; medicine; occupational therapy; occupational therapy assistant; ophthalmic dispensing; optometry; pharmacy; physical therapy; physical therapy assistant; physician's assistant; podiatry; professional engineering; psychology; public accountancy; registered professional nursing; registered specialist's assistant; social work; speech-language pathology; and veterinary medicine. (SM)

ED 299 942 HE 021 982

Fall Enrollment in Postsecondary Institutions: National Estimates for Fall 1987 and Reported Data for Fall 1986. Survey Report.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-88-223
PUB DATE- Oct 88
NOTE- 28p.; Data Series DR-IPEDS-86/87-1.2.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Attendance Patterns; College Attendance; *Educational Trends; Enrollment Influences; *Enrollment Trends; Ethnic Groups; *National Surveys; *Postsecondary Education; Racial Composition; Womens Education

Data on student enrollment in all postsecondary institutions in the United States are provided, based on the Early National Estimates Survey which is part of the Integrated Postsecondary Education Data System. Enrollment in postsecondary institutions in the fall of 1986 is reported according to enrollment by sex and racial/ethnic group of student, enrollment by control of institution, and enrollment by attendance status. Technical Appendix A, 1987 Data, briefly discusses methodology. Technical Appendix B, 1986 Data, looks at methodology, types of data collected, status of data, response rates, inputation, data editing, sample design, sampling errors, non-sampling errors, students included in this report, glossary, and cautionary notes. Six appendix tables show enrollment in postsecondary education institutions by: (1) race/ethnicity, sex of student and control of institution; (1a) race/ethnicity, selected levels and control of institution, and sex of student; (2) sex and attendance status of student, and by control of institution and level of student; (3) sex and attendance status of student, and by control and level of institution; (4) enrollment of undergraduates in postsecondary education institutions by sex and attendance status of student and by control and level of institution; (5) number and percentage of institutions responding to the fall enrollment survey by type of institution and state; and (6) number and percentage of enrollment represented by institutions responding to the fall enrollment survey by type of institution and state. All include the 50 states and the District of Columbia for the fall of 1986. (SM)

ED 300 003 IR 052 452

IFLA General Conference, 1987. Division of Libraries Serving the General Public. Libraries Serving Disadvantaged Persons Section. Library Services to Multicultural Populations Section. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 106p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (53rd, Brighton, England, August 16-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Asian Americans; Audiovisual Aids; *Cultural Pluralism; Developed Nations; Developing Nations; *Disabilities; *Ethnicity; Foreign Countries; Higher Education; Hispanic Americans; Information Needs; Instructional Materials; Library Schools; *Library Science; *Library Services; Multilingualism; Prison Libraries; Public Libraries

Eleven of the 15 papers in this collection discuss library services for disadvantaged persons; the remaining four papers are concerned with services to multicultural populations. The papers from the Section of Libraries Serving Disadvantaged Persons appear first in this list: (1) "The Development and Future of Easy Readers for Adults in the UK" (Stephen Hoy, United Kingdom); (2) "Library Education in Canadian Prisons: A Model" (Anne Galler, Canada); (3) "The Use of Audio Visual Materials in Prisons" (Bernard Wright, United Kingdom); (4) "Health Information and the Community" (Robert Gann, United Kingdom); (5) "'All You Ever Wanted To Know about Medicine But Never Dared Ask': Health Information Services for Patients" (Sally Knight, United Kingdom); (6) "Matched Texts for Deaf Children" (John Wheeler, United Kingdom); (7) "Libraries at the Crossroads: How Library Services for Disadvantaged People Can Stimulate Services for Everyone" (William Anderson, United Kingdom); (8) "Library Services for the Visually Handicapped: Integration or Separation?" (Jo Dister, Netherlands); (9) "New Materials for Learning Braille: A Critical Review of Publications and Projects over Five Years" (Tom Maley, United Kingdom); (10) "OPCS (Office of Population Censuses and Surveys) Surveys of Disabled People in Great Britain" (Jean Martin and Karen Dunnell, United Kingdom); (11) "Royal National Institute for the Blind, General Needs Survey" (Errol Walker and Aubrey McKennell); (12) "Australian Libraries and the National Language Policy" (Derek Whitehead, Australia); (13) "Multicultural Library Service in a Bilingual Framework: A Canadian Experience" (Olga Gil); (14) "Ethnic Librarianship and Its International Developments in North America" (Jashu Patel, United States); and (15) "The Policy of National Language and Its Implication for Library Service for Multinational Population of the USSR" (Ildar Nazmutdinov, USSR). (CGD)

ED 300 075 JC 880 495

Clagett, Craig A.
PGCC Transfer Students at Maryland Colleges and Universities. Research Brief 89-2.
Prince George's Community Coll., Largo, Md. Office of Institutional Research.
PUB DATE- Sep 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *College Transfer Students; Community Colleges; Higher Education; Two Year Colleges; *Two Year College Students

A study was conducted at Prince George's Community College (PGCC) to monitor the number of transferring students and their progress at the senior institutions. The automated data collection systems of the Maryland Higher Education Commission made it possible to track student transfers among Maryland colleges and universities, and the College Park and Baltimore County campuses of the University of Maryland provided information on the academic standing of former PGCC students. Study findings concerning the fall 1987 status of students who had attended PGCC in fall 1986 included the following: (1) 41% of the students were still attending PGCC, 8% had transferred to a four-year institution, and 1% had transferred to another community college; (2) 64% of the full-time PGCC students, and 44% of the part-time students were still participating in higher education in fall 1987; (3) black students were less likely than white students to transfer to a four-year institution (4% versus 10%); (4) of the 1,181 students enrolled at the University of Maryland's College Park (UMCP) campus in fall 1987, 84% were in good academic standing, 9% had received unsatisfactory performance warnings, and 7% were dismissed at the end of the semester; (5) the mean cumulative grade point average for PGCC transfers at UMCP was 2.48, somewhat below the 2.54 average for all Maryland community college transfers attending the university; and (6) during the 1980s the number of PGCC students transferring to state four-year colleges and universities increased 7.5%. (AYC)

ED 300 090 JC 880 511

Nicholson, R. Stephen
Chief Executive Officers: Contracts and Compensation.
American Association of Community and Junior Colleges, Washington, DC. Presidents Academy.
REPORT NO.- ISBN-87117-183-X
PUB DATE- 88
NOTE- 42p.
AVAILABLE FROM- American Association of Community and Junior Colleges, One Dupont Circle, NW, Suite 410, Washington, DC 20036 ($12.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Presidents; Community Colleges; *Compensation (Remuneration); *Contracts; Fringe Benefits; *Institutional Characteristics; Insurance; National Surveys; *Salaries; *Two Year Colleges

In 1986, a study was conducted of the employment contracts of the chief executive officers (CEO's) of two-year colleges in the United States, Canada, and Puerto Rico. Questionnaires were mailed to the entire membership of the American Association of Community and Junior Colleges, totaling 1,110 colleges. Study findings, based on responses from 506 CEO's, included the following: (1) a 3-year term was the most popular length for 1986 contracts, as opposed to the 1-year term which was most common in 1981; (2) contract renewal based on an annual review gained popularity between 1981 and 1986; (3) almost 6% of the contracts were expressed as board resolutions, 6% as standard professional or state contract forms, and 59% as formal contracts; (4) a board-initiated termination provision was present in 25% of the contracts, up from 10% in 1981; (5) average salaries ranged from $49,853 for colleges with 1,000 students or less to $76,628 for colleges with more than 20,001 students; (6) the mean annual salary was $62,949 in 1986, representing an increase of 30% over 1981's mean of $48,402; (7) average salaries were highest in the far western United States, and lowest in the mountain states; and (8) 14.7% of the colleges provided homes for their CEO's, 88.3% provided paid medical coverage, 27% offered spouse tuition benefits, 67% provided between 10 and 14 paid holidays per year, 48% offered between 21 and 25 paid vacation days, and 71% provided life insurance and travel allowances. (AYC)

ED 300 103 JC 880 577

Report on the Study of Community College Professional Development Programs and Activities in Illinois Public Community Colleges.
Illinois Community Coll. Board, Springfield.
PUB DATE- Sep 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrative Organization; Administrators; *College Faculty; Community Colleges; Financial Support; Full Time Faculty; Part Time Faculty; *Professional Continuing Education; *Professional Development; Questionnaires; Sabbatical Leaves; *School Personnel; State Surveys; Two Year Colleges
IDENTIFIERS- *Illinois

In spring 1988, a survey was conducted to examine the nature and scope of the professional development activities provided by the Illinois community colleges for full- and part-time teaching faculty, administrators, other non-teaching professionals, and classified staff. Study findings, based on responses from 36 (92.3%) of the districts, included the following: (1) 22 of the districts had a formal professional development program, while a total of 30 conducted professional development activities at least informally; (2) 88.9% of the districts provided funds for off-campus conference attendance and professional travel for full-time faculty; (3) in fiscal year 1987, 72.2% of the districts awarded paid sabbatical leaves to full-time faculty, but no district offered sabbatical leaves to part-time faculty; (4) the most prevalent development activities open to part-time instructors were on-campus workshops conducted by college personnel and orientation programs; (5) professional travel funds and provisions for off-campus conference attendance were available for administrators at 91.7% of the districts; (6) the most common provision for classified staff was tuition waivers for courses at their own college; (7) the most common incentives used to encourage full-time faculty participation were released time and attendance requirements; (8) in 19 districts, professional development activities were funded as a line item in departmental/divisional budgets; (9) 88.9% of the districts used the college general operating fund as the primary funding source; (10) informal feedback was used to evaluate professional development activities in 86.11% of the districts; and (11) presidents or vice presidents coordinated professional development activities at 41.7% of the districts. The survey instrument is included. (AYC)

ED 300 162 RC 016 761

Vandall, Peter; Douquette, Joe
Stories of the House People = waskahikaniwiyiniw-acimowina.
REPORT NO.- ISBN-0-88755-133-5
PUB DATE- 87
NOTE- 240p.; Edited, translated and with a glossary by Freda Ahenakew. Publication of the Algonquian Text Society.
AVAILABLE FROM- University of Manitoba Press, 244-106 Curry Place, University of Manitoba, Winnipeg, Manitoba, Canada, R3T2N2 ($24.95).
LANGUAGE- English; Cree
Document Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030) Books (010) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- American Indian Culture; American Indian Education; *American Indian Literature; American Indians; American Indian Studies; *Cree; Cultural Images; Folk Culture; Foreign Countries; Oral History; Oral Language; Orthographic Symbols; *Personal Narratives; Phonetic Transcription; Second Language Learning; Speech Skills; *Story Telling; Written Language
IDENTIFIERS- Cree (Tribe); Native American Studies; Saskatchewan
The ten stories in this book were told by Cree storytellers Peter Vandall and Joe Douquette and recorded at the Saskatchewan Indian Cultural College in Saskatoon in 1982. Each story is written in Cree text, transcribed into phonetic Cree, and translated into English. All the stories were told together as parts of a single performance, each speaker taking the other's last remarks as a point of departure. The first four stories ("Being Cree," "Cree Education," "Social Control" and "The Old and the New") might be called "counseling texts," dealing with what it means to be Cree and what Cree life used to be like, compared with life today. The next three stories ("A Fast Learner," "Wishful Thinking" and "The Longest Memory") are "funny stories" to make people laugh and deal with matters which seem to lie outside the control of man, such as alcoholism and aging. One story, "The Longest Memory," is an example of an outlandish, unbelievable tale. The next two stories ("Rags to Riches" and "The Best Dancer") are autobiographical, while the last story, "The Life of a Trapper," is a plain factual account of how someone lost an eye. The Cree texts may be used to teach the language or as authentic examples of Cree literature. The term "house people" was traditionally used for Plains Cree groups around Carlton House, in Saskatchewan. The book includes extensive notes on the orthography and glossary, references, a Cree-English glossary, and an English index to the glossary. (TES)

ED 300 175 RC 016 786

Pettit, David
Ethnic Parents and Australian Schools. NACCME Commissioned Research Paper No. 7.
National Advisory and Co-ordinating Committee on Multicultural Education, Woden (Australia).
PUB DATE- 87
NOTE- 25p.; For related document, see ED 286 259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *Educational Policy; Elementary Secondary Education; *Ethnic Groups; Foreign Countries; Multicultural Education; *Parent Participation; Parent Role; *Parent School Relationship
IDENTIFIERS- *Australia
In seeking effective learning outcomes for all students, Australian schools must recognize that the family life is the prime determinant of attitudes toward school and learning. The greater the fit between the culture and learning patterns of home and school, the greater the likelihood of successful learning for students, irrespective of their background. Schools must seek a partnership with parents. Full parent participation is having an equal say with other parents and teachers on behalf of their children. Values are often in conflict where cultural influences are pervasive and fresh. Recognizing the values in the curriculum, gaining respect for differing values, and resolving conflict are functions of schooling that require parental input. Without parental input, the school becomes the arbiter of something it is not competent to arbitrate. Ethnic parents realize that education is of central importance to their children's success, but are often unaware of their right to participate in school decisions or reticent about expressing their ideas. Barriers to participation by immigrant parents include: (1) language difficulties; (2) a lack of knowledge or understanding of current political and educational philosophies dominant in schooling, of the organization and operation of the school system, and of the educational decision making process; (3) pedagogic and cultural inconsistencies between parents' own schooling and social experiences and those they find in Australia; and (4) teacher attitudes. Group efforts by ethnic minority parents are necessary to bring about policy changes at the local, state, or federal level. 14 references. (SV)

ED 299 822 FL 017 625

Rolin-Ianziti, Jeanne; McCarthy, Brian
Task-Oriented Language Acquisition and the Advanced Learner of French.
PUB DATE- Aug 87
NOTE- 23p.; Paper presented at the World Conference of Applied Linguistics (8th, Sydney, New South Wales, Australia, August 16-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Strategies; Foreign Countries; *French; Higher Education; *Interviews; Language Proficiency; Material Development; Second Language Instruction; Standard Spoken Usage; *Textbook Content; *Textbook Preparation
IDENTIFIERS- *Authentic Materials
A new third-year French textbook, in its introduction, describes its rationale and construction. The book's main objective is to provide authentic material for developing students' linguistic skills, focusing on language learning rather than civilization but including a cultural component. The textbook's organization is based on 20 recorded interviews, each 4 to 5 minutes long, conducted with French speakers of various backgrounds. Additional written and pictorial material is drawn from a variety of sources, including newspapers, sociological studies, tourist guides, schoolbooks, and literary works. Formal explanation of language structure is avoided. Each chapter has a theme, selected to develop awareness of key aspects of French civilization and to be meaningful to students, and contains five sections: listening preparation, aural comprehension, language practice, cultural awareness, and free production. The exercises are designed as tasks using the material presented and requiring constant and active student participation. Three activity types are included: use of the chapter's content, reproduction of the type of discourse introduced in the interview or written text, and re-use of oral and written materials. Portions of the textbook and the transcription of a language task performed by two students are included. (MSE)

ED 299 864 HE 021 743

Redmond, Georgine M.; Andrew, Loyd D.
Deans of Nursing: Pathways to the Deanship.
PUB DATE- 87
NOTE- 19p.; Paper presented at the American Educational Research Association Annual Meeting (New Orleans, LA, April 5-9, 1988)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Reports - Research/Technical (143)
DESCRIPTORS- *Academic Deans; Achievement; Career Development; Educational Experience; Higher Education; Interpersonal Relationship; Leadership; *Nursing; Oral History; Personality Development; *Professional Development; *Role Models; *Self Concept; Values
IDENTIFIERS- *Personal Experiences
The development of personal and professional identity in deans of nursing programs is identified through the collection and analysis of their own life stories. Understanding the development of personal characteristics and professional behaviors is important for their successful leadership. The main research question was: What life/career experiences and relationships do deans of nursing programs identify as significant factors in their pathways to the deanship? A theoretical framework was built using past literature. The study research design, population and sampling, data collection methods, and data analysis are reported. The six participants in the life history interviews identified the following four major domains as important in their life/career pathways: significant others; educaional experiences; occupational experiences; and personal events. The major themes associated with the life/career pathways were: a strong valuing of education and achievement; a pattern of female-female relationships which gave them role models, support, and information; and a pattern of early leadership behavior which included an enjoyment of being, or desire to be, in charge. Conclusions are the following: the Erikson-Levinson model was generally descriptive of the women studied; people and relationships were very important in their lives and careers; early socialization experiences and relationships contributed to a development of leadership behaviors and strong ego development; and through early family and educational experiences, they developed strong values related to importance of achievement and education. Implications for parents, educators, and further research are noted. Contains 42 references. (SM)

ED 299 877 HE 021 766

Brinkman, Paul
The Cost of Providing Higher Education; A Conceptual Overview.
State Higher Education Executive Officers Association.
PUB DATE- Jun 88
NOTE- 34p.; For related documents, see HE 021 760 and HE 021 765-768
AVAILABLE FROM- State Higher Education Executive Officers, 1860 Lincoln Street, Suite 310, Denver, CO 80295 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cost Effectiveness; *Economic Factors; *Higher Education; National Surveys; State Boards of Education; *Student Costs

A discussion of higher education costs looks at two aspects of costs (the factors that influence them and the types of cost analysis) and synthesizes the results of a survey of state higher education officers (SHEEOs). A variety of factors influencing the number and type of resources available to a college are examined, including influences within the institution, within the higher education community, and external to higher education. Options for cost analysis are examined in terms of the purposes of the analysis and the methods available to accommodate them. Analysis types discussed include cost determination, explanatory cost analysis, and evaluative cost studies. SHEEOs' responses to two survey questions are analyzed. The first question focused on the officers' level of concern about each of 14 specific cost-related issues, and distinguished between the responses of coordinating board and governing board officers. The second question was designed to elicit opinion on where the best opportunities for improving productivity in higher education are to be found. Responses are summarized in six appended tables. Contains 6 references. (MSE)

ED 299 904 HE 021 881

Brown, Shirley Vining
Increasing Minority Faculty: An Elusive Goal. A Research Report of the Minority Graduate Education (MGE) Project).
Educational Testing Service, Princeton, N.J.; Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- 88
NOTE- 38p.; The use of background color in the tables may affect readability.
AVAILABLE FROM- Graduate Record Examinations Board MGE Project, Princeton, NJ 08541 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Asian Americans; Blacks; Career Choice; *College Faculty; Doctoral Degrees; Enrollment Trends; Graduate Study; Higher Education; Hispanic Americans; Labor Force; Minority Groups; *Minority Group Teachers; *Outcomes of Education; *Teaching (Occupation)
IDENTIFIERS- *Minority Graduate Education Project

The pathways taken by minority Ph.D.s from graduate school into the labor market are examined with a focus on their destination and progress in academe. The emphasis is on: (1) the characteristics of Black, Hispanic, and Asian-American Ph.D.s from the general population of Ph.D.s, and how they differ among themselves; (2) general labor force participation, status, and career progress of minority Ph.D.s; (3) minority groups most likely to choose academe, and the extent to which there has been a structural career shift in career choices of new Ph.D.s over time; and (4) the current status and nature of minority recruitment in academe, with particular focus on academic type of appointments and work experiences, and promotion and tenure rates. Data from the study came from the National Research Council's Survey of Earned Doctorates and the Survey of Doctorate Recipients from 1975 to 1986. Minority underrepresentation in academe is attributed to slowdown in doctoral production, declines in applicant pools, decline in numbers choosing careers in academe, and lack of minority retention. Findings are reported in three areas: demographic characteristics and trends of minority Ph.D.s; minority Ph.D.s in the labor force; and minorities in academe. Policy directions are also recommended for enrollment enhancement, Black-White institutional consortia, fellowships and traineeships, applicant pool expansion, and faculty retention. Thirty-one tables are included. Contains 35 references. (SM)

ED 299 957 IR 013 472

Klein, Gary L.
The Use of Video Technology for the Fast-Prototyping of Artificially Intelligent Software.
Dallas County Community Coll. District, Tex.
PUB DATE- 88
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Artificial Intelligence; *Computer Software; *Computer System Design; *Expert Systems; Instructional Development; Man Machine Systems; *Simulation; *Video Equipment
IDENTIFIERS- *Prototypes
This paper describes the use of video to provide a screenplay depiction of a proposed artificial intelligence software system. Advantages of such use are identified: (1) the video can be used to provide a clear conceptualization of the proposed system; (2) it can illustrate abstract technical concepts; (3) it can simulate the functions of the hardware and software systems without having to invest time and money in developing an expensive prototype; and (4) the enactment permits software developers to "test" whether the proposed system will meet users' needs, and modify the system design where necessary. (EW)

ED 300 120 PS 017 603

Fredericks, Anthony D.; Brigham, Mary F.
Parent Letters for Early Learning. A Good Year Book.
REPORT NO.- ISBN-0-673-38114-5
PUB DATE- 89
NOTE- 74p.
AVAILABLE FROM- Good Year Books, Department GYB, 1900 East Lake Avenue, Glenview, IL 60025 ($7.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Child Caregivers; Child Development; Day Care Centers; *Learning Activities; *Letters(Correspondence); Parent Child Relationship; *Parent Education; *Parenting Skills; Parents; Preschool Education; Resource Materials
IDENTIFIERS- *Parent Caregiver Relationship
This book consists of 28 letters that child caregivers who work with children aged 3-6 can send to parents. Letters are organized into eight categories: (1) self-concept; (2) reading and writing readiness; (3) math readiness; (4) imaginative play; (5) motor development; (6) social development; (7) oral language and concept development; and (8) visual and auditory skills. For each of these categories, there are three to six perforated letters which can be removed, duplicated, and sent home to parents during the year. Each letter explains a child development concept and offers 5 to 10 activities for the child and parent to do together. The book provides special project ideas which are extensions of one or more ideas mentioned in the letters of each category. Finally, the book includes a certification of recognition for the child which is to be signed by both teacher and parent. (RJC)

ED 300 150 RC 016 688

Williams, Thomas T., Ed.
Ushering in the Twenty First Century: Emphasis on the Rural South. Proceedings of the Professional Agricultural Workers Conference (44th, Tuskegee, Alabama, December 7-9, 1986).
Tuskegee Univ., AL. Human Resources Development Center.
REPORT NO.- ISBN-0-942875-00-75
PUB DATE- 87
NOTE- 180p.
AVAILABLE FROM- Tuskegee University, Human Resources Development Center, P. O. Box 681, Tuskegee, AL 36088 ($40.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Books (010) Collected Works - Proceedings (021)
DESCRIPTORS- Agricultural Colleges; *Agricultural Education; *Agricultural Trends; Agriculture; *Employment Patterns; *Farm Management; Futures (of Society); Higher Education; *Land Grant Universities; Quality of Life; *Rural Areas; Rural Extension; Rural Urban Differences
IDENTIFIERS- *United States (South)

This volume includes material by providers and users of technical agricultural assistance on ways to improve the quality of life for clientele served by land-grant colleges and Tuskegee University. The conference theme involved issues emerging for rural Southern farms as they enter the 21st century. In examining alternatives for the future, the conference considered three major issues: (1) production of food and fiber in response to need; (2) changing employment patterns in the rural and urban South; and (3) assessment of the quality of life in the rural South resulting from changing agricultural production patterns. Following an introduction to the conference theme by the conference planning chairman, the first four sections of the proceedings consist of an address by the U.S. Secreatry of Agricluture entitled "The Rural South--Looking to the Twenty-First Century," and three memorial lectures by the Mayor of Birmingham and two Agriculture Department officials entitled respectively: "Emerging Issues in the Rural South for the Twenty-First Century"; "Serving the Rural South in the Twenty-First Century: The Challenges and Opportunities"; and "Agriculture and Education--Partners in Rural Progress." The next seven sections contain paper on the following topics: "Production of Food and Fiber in Response to Need; Food and Fiber: Institution and Agency Approaches; Changing Employment Patterns and the Quality of Life in Rural and Urban Sectors; Changing Employment in the Rural South; Assessment of the Quality of Life in the Rural South Resulting from Changing Patterns in Agriculture Production; Summaries and Recommendations, and Success Stories. The final section provides an announcement and information on the 45th Professional Agricultural Workers Conference to be held in 1987. (TES)

ED 299 793 FL 017 470

Schuyler, Nancy Baenen
Programs for Students with Limited English Proficiency, Evaluation 1986-87.
Austin Independent School District, Tex.
REPORT NO.- AISD-86.43
PUB DATE- Jun 87
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Bilingual Education Programs; Dropout Rate; Elementary Education; *English (Second Language); Federal Aid; *Limited English Speaking; *Program Effectiveness; Program Evaluation; Second Language Programs; Spanish Speaking; *Transitional Programs; Vietnamese
IDENTIFIERS- *Austin Independent School District TX
In 1986-87, the Austin Independent School District (AISD) served 4,143 students with limited English proficiency (LEP) through two programs: transitional bilingual education (TBE) programs and English as a second language (ESL) programs. TBE is available to Spanish speakers in grades pre-kindergarten through 8 and to Vietnamese speakers in grades K-6. ESL provides intensive English instruction to students in 49 other language groups. Federal funds have been used to enhance the regular secondary program for Hispanic LEP students. Evaluation shows that for AISD-funded programs, LEP students exceeded state standards in 6 of 14 comparisons, showed high Spanish language mastery rates in grade 1 and 3, had a dropout rate twice that of the district as a whole, scored well in comparison with national averages in mathematics in some grades, and have maintained achievement in reading and language above the 23rd percentile after exiting from LEP status. However, the bilingual teacher supply has diminished and programs from 1980-83 have not had long-term effects on retention, exit rate, and achievement. In federally-funded programs, English proficiency improved at four of six grade levels and in each of five subjects, Spanish language results were generally positive,

tutoring program participants increased, and teachers supported development efforts. (MSE)

ED 299 808 FL 017 607

Rubin, Michael; Funato, Makiko
I Can Learn Japanese.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- Curric-03-3091-80; ISBN-0-88315-784-5
PUB DATE- 87
NOTE- 167p.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston Street, Room 613, Brooklyn, NY 11201 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Dialogs (Language); *Educational Games; Instructional Materials; *Japanese; Learning Activities; Notional Functional Syllabi; Puzzles; Second Language Instruction; Supplementary Reading Materials; *Vocabulary Development
IDENTIFIERS- *Anagrams; *Crossword Puzzles
This set of materials for Japanese second language instruction was designed for students who can be taught most effectively through a functional, conversational approach. It is intended as a supplement to the regular course of study so that all students, regardless of ability level, can be provided with an effective instructional program. It provides appropriate materials for non-academic students in the beginning phase of learning the language. Included in the units are simple dialogues and passages dealing with everyday situations that are not only directly useful for the classroom but also serve as models for additional material created by the teacher. Each unit also contains a variety of exercises to facilitate language acquisition and stimulate interest in language learning. Attention is given to the natural sequence of structure within the topics and to the use of vocabulary and language expressions in context. Activity types include scrambled words, crossword puzzles, matching and completion exercises, and identification games. (MSE)

ED 299 838 FL 017 662

Peretz, Arna S.
Language and EFL Teacher Preparation in Non-English-Speaking Environments.
PUB DATE- 88
NOTE- 33p.; Best copy available.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; Change Strategies; Educational Objectives; *English (Second Language); *Language Proficiency; *Language Teachers; Learning Strategies; Linguistic Theory; Second Language Learning; *Teacher Education; *Teacher Qualifications
IDENTIFIERS- *Nonnative Speakers

Linguistic and paralinguistic problems faced by non-native-English speakers training to be teachers of English as a second or foreign language (ESL/EFL) in non-English-speaking environments are discussed. Relevant theories of second language learning and acquisition are reviewed, and the affective factors and sociocultural variables that appear to be related to adult foreign-language learning are examined. Drawing on this literature, the strategies and characteristics of "good" language learners are identified, and implications for the preparation of ESL teachers in non-English-speaking environments are outlined. It is proposed that the language proficiency standards for this group be lowered to a more realistic level, and that the focus in their language training be on knowledge, skills, and attitudes of value to nonspecialized language learners and on proficiency to attain classroom purposes. A 40-item bibliography is included. (MSE)

ED 299 851 HE 021 708

A Focused Report Presented to North Central Association of Colleges and Schools.
Colorado Technical Coll., Colorado Springs.
PUB DATE- May 88
NOTE- 85p.; Appendix E contains marginally legible materials. For a related document, see HE 021 709.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); Bachelors Degrees; *Educational Finance; Enrollment; Higher Education; Institutional Characteristics; *Institutional Evaluation; *Long Range Planning; Morale; *Proprietary Schools; Public Relations; Recruitment; *Technical Institutes; Undergraduate Study
IDENTIFIERS- *Colorado Technical College

During January 23-24, 1984, a North Central Association of Colleges and Schools evaluation team visited Colorado Technical College to conduct a comprehensive evaluation for continued accreditation at the bachelor's degree granting level. The accreditation was continued as a result, and it was recommended that a comprehensive evaluation be scheduled in 1986-1987 to look at such areas as: high faculty turnover; instructional programs with marginal enrollment, equipment, or technical depth; lack of faculty development; and new administrative adjustments resulting from a change in administration. Information and institutional data are provided relative to the concerns addressed in the focused visit of May 18-19, 1987. The process discussed took place from June 1984 to February 1987. An examination of the areas of focus is offered. These areas include (1) finances (the ability to support staffing and equipment) and (2) the institution's progress in long range planning. A future plans summary and a summary assessment of the area of focus are provided. Conclusions are: the enrollment decline has stopped; the college has taken the right steps to turn around the financial base and develop a realistic long range plan; and the college is confident that all of the 1984 concerns have been addressed. Attachments include Data Form C (instructional staff and faculty number, degree, and salary; Data Form D (income and expenditures); items available and displayed for review; agenda issues; and an official response to the concerns expressed by the visiting team. Five appendices provide outlines of the college's new programs in computer engineering and defense systems management; a job description for an Associate Dean/Department Chair; employee training forms; a descriptive list of area colleges for purposes of comparison; and several news releases. (SM)

ED 299 917 HE 021 910

Apps, Jerold W.
Higher Education in a Learning Society. Meeting New Demands for Education and Training.
REPORT NO.- ISBN-1-55542-115-6
PUB DATE- 88
NOTE- 258p.
AVAILABLE FROM- Jossey-Bass Inc., Publishers, P.O. Box 44305, San Francisco, CA 94144-4305 ($24.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Demand; *Educational Opportunities; *Higher Education; Institutional Mission; *Institutional Role; Institutional Survival; Learning; Planning; Social Change; *Social Influences; Teaching Methods
Ways that population trends, societal pressures, and changing economic conditions affect learning needs are addressed. Small and large colleges are given information to help them evaluate their missions, chart new directions, and make necessary adaptations in their curricula. The three issues addressed are the theoretical formulation of the problems higher education faces, the practical analysis and planning strategies offered as a means of helping colleges and universities meet the challenges from a learning society, and extensive examples of how institutions are successfully dealing with these questions now. Twelve chapters look at the following: the increasing demand for learning opportunities; how societal forces affect learning needs; how higher education can contribute in a learning society; planning for change: an institutional approach; reconsidering the institution's mission and charting new directions; meeting the curriculum needs of new learners; diversifying instructional methods and approaches; exploring alternative degree formats; strengthening the institution's public service role; revamping student services for new learners; changing roles for faculty; and how higher education can thrive in a learning society. Contains 173 references. (SM)

ED 299 930 HE 021 931

Gaylord, Thomas A.; And Others
University of Alaska System Six-Year Plan: An Assessment of Progress after the First Two Years.
Alaska Univ. System, Fairbanks. Office of Institutional Research.

PUB DATE- Sep 88
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Planning; College Role; Higher Education; Institutional Mission; Long Range Planning; *Master Plans; Mission Statements; Multicampus Colleges; *Policy Formation; Questionnaires; *State Universities; *Statewide Planning
IDENTIFIERS- Alaska; *University of Alaska

The goal of the 1986-1991 University of Alaska (UA) System Six-Year Plan is to serve as the foundation for a restructured and revitalized university system sensitive to the changing needs of the people of Alaska. Such a university system can be attained only in an environment of understanding and cooperation, where the needs of all residents are addressed through a unified, coordinated system of universities, rural colleges, and service programs. The Six-Year Plan embodies the belief that the above can be attained through a more unified and effective system that provides a sound framework in which the special missions of each UA institution can be pursued. It can only be attained if adequate educational master planning occurs. Following a statement of the problem, the focus is on: methodology (designing the survey and defining survey population, delimiting action support factors, and data analysis); results and summary (the 15 actions making the most progress, the 15 actions making the least progress, actions cited most frequently as no longer relevant, actions with the largest or smallest standard deviation, actions with the largest or smallest response rates, and action rating differences); and assessment statistics on actions (table key and definition of terms used, and detailed action tables). Two appendices are: (1) a chronology of UA restructuring activities 1986-88; and (2) six-year plan survey. Fourteen figures and 31 pages of graphs and tables are included. Contains 147 references in 2 bibliographies. (SM)

ED 299 975 IR 052 423

Neelameghan, A.
Learning about and Practice of Designing Local Data Bases as an Harmonizing Factor.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 15p.; Paper presented at the International Federation of Library Associations (IFLA) Pre-Session Seminar on International Colloquium on Education and Training of Library, Information and Archival Personnel (London, England, August 10-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
DESCRIPTORS- *Computer Software; Computer System Design; Database Management Systems; *Databases; Developing Nations; Human Resources; *Information Retrieval; *Information Storage; *Information Systems; Library Automation; Library Services; *Professional Training; Technological Advancement
IDENTIFIERS- *India (Bangalore); Prototypes
This paper provides information workers with some practical approaches to the design, development, and use of local databases that form components of information storage and retrieval systems (ISR) and of automated library operations. Topics discussed include: (1) course objectives for the design and development of local databases for library and information science (LIS) personnel; (2) use of off-the-shelf software; (3) database design as an integrated process, based on knowledge gained in several modules of an information studies program; (4) library documentation techniques and their usefulness in information technology application; (5) integrated information systems (IIS); and (6) prototypes of information databases and information storage and retrieval systems including LIST; the Integrated Information System, a medical ISR made up of PREMA and SYNDRO; and university-designed prototypes. (3 references) (CGD)

ED 299 990 IR 052 439

IFLA General Conference, 1987. Division of Bibliographic Control. Cataloging Section. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 41p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (53rd, Brighton, England, August 16-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
DESCRIPTORS- *Bibliographies; *Classification; Clearinghouses; Developing Nations; Foreign Countries; *Indexing; Librarians; *Library Automation; *Library Services; Machine Readable Catalogin
IDENTIFIERS- Dewey Decimal Classification; *International Standard Bibliographic Description; *National Bibliographies; Standardization; Universal Bibliographic Control

The five papers in this collection focus on bibliographic control: (1) "Developments and Progress in Bibliography" (B. C. Bloomfield, Chairman, Section on Bibliography); (2) "Developments and Progress in Cataloguing" (Tom Delsey, Chairman, Section on Cataloging); (3) "Developments and Progress in Classification and Indexing" (Robert P. Holley, Chairman, Section on Classification and Indexing); (4) "The Universal Bibliographic Control (UBC) Contribution to the Development of National Bibliographies" (Barbara Jover, United Kingdom); and (5) "Progress, Problems, and Prospects in Current National Bibliographies: Implementations of the ICBN (International Congress on National Bibliographies) Recommendations" (Barbara L. Bell, United States). (CGD)

ED 300 018 IR 052 515

Marek, Kate
Schoolbook Censorship USA.
PUB DATE- Jun 87
NOTE- 16p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Freedom; Boards of Education; *Censorship; *Court Litigation; Elementary Secondary Education; Intellectual Freedom; *Public Schools; *School Libraries; *Textbooks
IDENTIFIERS- *First Amendment

This paper examines the censorship of school library books and school textbooks in American public schools, with particular emphasis on recent court cases. The 1982 Supreme Court case, Island Trees Union Free School District versus Pico, is examined in detail, and it is argued that Justice Brennan established precedent for a "right to read" on the part of school students. Several textbooks that purportedly teach "secular humanism" are described. Finally, the anti-censorship efforts of the American Library Association and the National Council of Teachers of English are described. (EW)

ED 300 034 IR 052 531

Smith, Daniel R.
The Characteristics, Use, and Training of Reference Nonprofessionals in Selected Southeastern Urban Public Libraries.
PUB DATE- Mar 88
NOTE- 71p.; Master's Thesis, University of North Carolina at Chapel Hill. Appendix A contains small print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; *Career Ladders; Continuing Education; Higher Education; *Information Needs; Inservice Education; *Library Services; Library Surveys; Library Technical Processes; Masters Theses; *Nonprofessional Personnel; Occupations Information; *Public Libraries; Questionnaires; *Reference Services; Work Experience
IDENTIFIERS- University of North Carolina Chapel Hill
This master's thesis reports the results of a questionnaire survey of nonprofessionals employed in the reference departments of 31 southeastern urban public libraries. conducted to determine the use, training, and educational and work experience characteristics of these employees, this study was intended to serve as a supplement to the existing body of research dealing with both nonprofessionals in general and reference nonprofessionals in particular, and to introduce the concept of describing nonprofessional employees by virtue of the placement of their job positions in the Library Education and Personnel Utilization (LEPU) career ladder structure. Two types of surveys were sent, one for the reference directors and one for the nonprofessionals they identified. A total of 112 nonprofessionals were employed in the 25 libraries choosing to participate in this part of the study, and all 112 sent back a survey. Findings are summarized with a subsequent discussion of their significance. It is strongly suggested that this research be replicated in order to provide support to the approach of isolation of differences in job status, reference utilization, educational background, work longevity, and position advancement, which is not possible if the population is described as one group. A 26-item bibliography is provided, as well as five appendixes which include the LEPU recommended career ladder, copies of the two questionnaires used, and initial and follow-up form letters to the directors of reference at the surveyed libraries. (CGD)

ED 300 062 JC 880 478

Educational Interest and Perceptions of Johnson County Residents Age 50 and Over.
Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.
PUB DATE- Sep 88
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Attitudes; Community Colleges; Community Surveys; Continuing Education; *Educational Attitudes; *Educational Needs; *Middle Aged Adults; Public Opinion; School Community Relationship; Two Year Colleges

In April 1987, a telephone survey was conducted of a random sample of Johnson County adults to ascertain their perceptions of and experiences with Johnson County Community College (JCCC). In April 1988, a second telephone survey was conducted of county residents over 49 years of age to determine their educational needs and interests. Study findings, based on the responses of 283 older adults to the first survey and 207 responses to the second survey, included the following: (1) respondents expressed more interest in short-term studies, self-paced programs, and non-credit courses with no requirements than in regular classroom work; (2) over 30% indicated interest in educational offerings designed exclusively for students age 50 and over; (3) more than 50% were interested in educational activities about remaining independent, and improving and maintaining physical and mental health; (4) 53.6% said that location would affect their decision to enroll in courses; (5) noncredit courses with reasonable fees were preferred to credit courses with standard credit hour tuition; (6) 80.6% rated JCCC as good or excellent in terms of their expectations of an institution of higher education; and (7) less than 33% of the respondents were aware that JCCC provides instructional programs to businesses, individuals, and groups. Tables giving demographic information on respondents and a list of their verbatim comments are included. (AYC)

ED 300 136 PS 017 634

Ranck, Edna Runnels
Caring, Advocating, and Legislating for Children: Addressing the Paradox Inherent in 'Being Born in Privacy to Live in Society'.
PUB DATE- Sep 88
NOTE- 33p.; Paper presented at the International Jubilee Congress on Approaches to Child Care (St. Gallen, Switzerland, September 20-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Advocacy; *Child Caregivers; *Childhood Needs; *Family (Sociological Unit); *Family Day Care; *Government Role; Individual Development; Policy Formation; *Politics; Young Children
The purpose of this paper is to show how child care practitioners and public policymakers can function in the seemingly disparate and often overlapping roles of professional caregiver, participating advocate, and public policymaker. Described are: (1) the recent expansion of and anticipated future need for child day care programs, focusing on families with working parents and emphasizing the use of family day care; (2) the identification of children's basic and universal developmental needs; (3) perceptions of childhood that affect adults' responses to children's needs, emphasizing the development of early education and child day care programs, especially in family day care; (4) conceptions of politics that underlie the current role of government in the formation and operation of family day care homes; and (5) means by which to express the relationship between the perceptions of childhood and the conceptions of politics in a pluralistic society. It is argued that persons in the roles of caregiver, advocate, and policymaker must function simultaneously in whichever roles are appropriate so that government will operate at a consistent level of consensus and compromise, so that government will respond to each segment of society that has responsibilities for child-rearing, and so that no one group will be favored to the exclusion of another. (A list of 79 references is included.) (RH)

ED 299 891 HE 021 822

Silver, John H.; And Others
Black Faculty in Traditionally White Institutions in Selected "Adams" States: Characteristics, Experiences and Perceptions.
Southern Education Foundation, Atlanta, Ga.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 88
NOTE- 151p.
AVAILABLE FROM- Southern Education Foundation, 340 W. Peachtree Street, N.W., Suite 250, Atlanta, GA 30308 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Black Achievement; *Black Employment; *Black Teachers; Employment Opportunities; *Equal Opportunities (Jobs); *Faculty Promotion; Higher Education; Labor Turnover; Minority Group Teachers; Questionnaires; Racial Discrimination; Racial Relations; Whites
IDENTIFIERS- *Adams v Richardson

This document provides an empirical analysis of the hiring, promotion/advancement, and retention of black faculty in traditionally white public institutions of higher education in the 10 states affected by the Adams v. Richardson case. The underrepresentation of black scholars on the faculties of the nation's colleges and universities remains a serious problem in the pluralistic society of the United States. In predominantly white institutions, it is well documented that minorities make up only a tiny portion of the regular teaching faculty. Blacks are represented in proportions far lower than their percentage in the total population or in the student bodies of these institutions. Four chapters focus on the following: background (factors relevant to underrepresentation and assessing the current status); methods and procedures (research problem and methods); findings (characteristics, experiences, perceptions and attitudes, and black and white faculty comparison); and discussion (characteristics, experiences, perceptions and attitudes, and summary and recommendations). Some of the 10 recommendations are to get more black scholars into the pipeline; be explicit about tenure and promotion requirements; devise strategies to recruit experienced black faculty members who can be awarded senior rank; and encourage more black faculty to increase contact with the department head and other administrators. Two appendices are a questionnaire for faculty of public higher education institutions and black faculty interview questions. Fifty-one tables and nine figures are included. Contains 30 references. (SM)

ED 299 943 HE 021 983

Enrollment in Postsecondary Education of 1980 and 1982 High School Graduates. Survey Report.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-88-266
PUB DATE- Oct 88
NOTE- 22p.; Data Series DR-HSB-1980/82.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Students; *Enrollment Trends; Followup Studies; High School Graduates; *High School Seniors; High School Students; Longitudinal Studies; Minority Groups; *National Surveys; *Postsecondary Education; *Student Educational Objectives; Success
IDENTIFIERS- High School And Beyond (NCES)

Findings from the High School and Beyond (HS&B) longitudinal study supported by the National Center for Education Statistics (NCES) are presented. HS&B followed the activities of 1980 high school seniors and sophomores (who became 1982 seniors) through 1986. Enrollment of these students in postsecondary institutions was examined for each month of the academic years following high school graduation. The study looked at enrollment patterns of 1980 and 1982 graduates, enrollment patterns in four-year institutions, enrollment patterns in two-year institutions, enrollment in less-than-two-year institutions, enrollment of minority students, and enrollment of highly able students. Findings indicate the following: black high school graduates in 1982 were about 5% less likely to enroll in postsecondary education than black high school graduates in 1980; in the sixth academic year after high school graduation in 1980, about one-seventh of the students were enrolled in postsecondary institutions; beginning with the second academic year after high school graduation and continuing for subsequent academic years, the 1982 seniors were less likely to enroll in postsecondary education than 1980 seniors; and slightly less than one-half of 1980 and 1982 high school seniors enrolled in postsecondary institutions in the first academic year following graduation. (SM)

ED 300 048 JC 880 447

Yglesias, Kenneth D., Comp.; Fry, Marilyn, Comp.
English Program Review at Coastline Community College, Fountain Valley, California. A Preliminary Report, October 1988.
Coastline Community Coll., Fountain Valley, Calif.
PUB DATE- 1 Oct 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; Courses; *Curriculum Development; *Curriculum Evaluation; *Educational Change; English Curriculum; *English Departments; Full Time Faculty; Liberal Arts; Program Effectiveness; Program Evaluation; Two Year Colleges
Prepared as part of the program review process at California's Coastline Community College (CCC), this report describes and evaluates CCC's English Department, highlighting problems and successes from 1976 to 1987. Part I offers a narrative account of: (1) the changes that took place in the department between 1976 and 1987, focusing on early problems in estimating course enrollments, the tendency to overschedule classes, and the eventual use of faculty subject specialists to develop schedules and the curriculum; (2) recent departmental efforts to address the issues of instructional quality and student learning outcomes through a complete curriculum revision, activities to improve communication with Speech Department faculty, and the hiring of full-time faculty; and (3) plans for the future expansion of the department with the advent of a Liberal Arts Program in the Weekend College and the development of course requirements. Part II evaluates the English Department in terms of a series of quantitative and qualitative questions concerning the past, current status, and future of the department. (AJL)

ED 300 076 JC 880 496

Clagett, Craig A.
Graduate Employment. Research Brief 89-3.
Prince George's Community Coll., Largo, Md. Office of Institutional Research.
PUB DATE- Oct 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Employment; *Employment Patterns; *Graduates; Graduate Surveys; Institutional Evaluation; *Job Training; *Outcomes of Education; Participant Satisfaction; Program Effectiveness; Questionnaires; Two Year Colleges
In spring 1988, a survey was conducted of the 1987 graduates of Prince George's Community College's (PGCC; in Largo, Maryland), occupational programs to assess graduates' success in obtaining full-time employment and their ratings of their preparation for employment. A questionnaire was mailed to all 933 student receiving an associate degree or certificate during fiscal year 1987. Study findings, based on a 57% response rate, included the following: (1) 90% of the graduates were employed, with 78% working full time; (2) 63% were employed full time in jobs related to their studies; (3) only 45% had obtained their current employment after graduation; (4) 87% rated their preparation for employment as "very good" or "good"; (5) full-time employment rates ranged from 36% for Marketing Management majors to 86% for Allied Health majors; (6) Electronics Technology majors gave the fewest high ratings of their preparation for employment, while 100% of the Accounting and Paralegal graduates rated their preparation as "good" or "very good"; and (7) between 1980 and 1984, graduates of nursing, allied health, and office technology programs had the most success obtaining full-time jobs related to their studies. The survey instrument is appended. (AJL)

ED 300 104 JC 880 578

Report on the Study of Projected Full-Time Faculty Retirements in the Public Community Colleges of Illinois.
Illinois Community Coll. Board, Springfield.
PUB DATE- Sep 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age; College Faculty; Community Colleges; *Employment Projections; Females; *Full Time Faculty; Intellectual Disciplines; Males; Minority Groups; State Surveys; *Teacher Retirement; Two Year Colleges
IDENTIFIERS- *Illinois

A study was conducted to assess the impact of projected retirements among full-time faculty on the public community colleges of Illinois. Age data on fall 1987 faculty were analyzed by college, program area, discipline and subdiscipline, gender, race/ethnicity, tenure status, and highest degree earned. Study findings included the following: (1) 21.3% of the the current full-time community college faculty were eligible for retirement in 1988, and 38% will have retired or could be eligible for retirement by 1992; (2) both numerically and proportionately, more males than females were nearing retirement; (3) a larger proportion of minorities than whites were over 50 years of age; (4) 47.8% of the system's faculty with doctoral degrees were 50 years old or older; and (5) seven disciplines accounted for 58% of all full-time faculty who could retire in the next few years, including English, social sciences, business/office occupations, physical sciences, mathematics, nursing, and life sciences. (AYC)

PS

ED 300 121 PS 017 604

Lawton, Joseph T.; Burk, Jill
Effects of Advance Organizer Instruction on Preschool Children's Prosocial Behavior.
PUB DATE- 88
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advance Organizers; *Concept Teaching; *Conflict Resolution; Ethical Instruction; *Instructional Effectiveness; Interpersonal Communication; Learning Activities; Peer Relationship; *Preschool Children; Preschool Education; *Prosocial Behavior; Socialization
This study investigated the effects of advanced organizer instruction on 3- to 5-year-old preschoolers' learning of general prosocial skill concepts, rules for using prosocial skills, and spontaneous prosocial behavior. The six prosocial skills considered included cooperation, sharing, taking turns, helping, demonstration of awareness of another's feelings, and verbal resolution of conflicts. Seventeen preschoolers from an Ausubelian preschool program (experimental group) and 17 preschoolers from a community day care center (control group) were selected randomly. Subjects were from middle-class families of different ethnicities. The children received six weeks of intruction in the prosocial behaviors. Instruction in the experimental group was based on Ausubel's theory of learning, and instruction in the control group was based on a traditional method. Tests were administered to assess the children's ability to resolve hypothetical social conflicts between two puppets. Children's spontaneous prosocial behavior was observed. Testing and observations occurred prior to, immediately after, and six weeks after instruction. Children in the experimental group performed significantly better than those in the control group on both tests after instruction and in observed helping behavior. The study includes a list of 41 references. (RJC)

ED 300 163 RC 016 762

Gonzales, Sylvia Alicia
Hispanic American Voluntary Organizations.
SPONS. AGENCY- Robert F. Kennedy Memorial, Washington, D.C.; San Jose State Univ., Calif.
REPORT NO.- ISBN-0-313-20949-9
PUB DATE- 85
NOTE- 267p.
AVAILABLE FROM- Greenwood Press, 88 Post Road West, Box 5007, Westport, CT 06881 ($45.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Historical Materials (060) Books (010)
DESCRIPTORS- Activism; *Citizen Participation; *Community Action; Community Services; Cubans; *Hispanic Americans; Lobbying; Mexican Americans; Organizational Objectives; *Organizations (Groups); Puerto Ricans; Resource Materials; *Social History; *Voluntary Agencies
This volume is the first published historical dictionary of Hispanic American voluntary organizations. The work analyzes the history, purposes, organizational structure, activities, and goals of nearly 200 national and local voluntary organizations and associations. Each entry includes source data. The book focuses on the three major Hispanic groups (Mexican Americans, Puerto Ricans, and Cubans), but also includes information on other Latin American organizations. There is, of historical necessity, a greater inclusion of Mexican American associations. The introduction provides a historical overview of Hispanic organizational activity in the United States, and discusses the methodology used to compile information on the organizations. Appendices include: (1) listings, by state, of over 500 organizations sent questionnaires; (2) a chronology covering major events in Hispanic American history and the founding dates of the organizations in the text; and (3) a listing of the organizations in the text by function. The index covers organizations cited in other entries, leaders, and major topics. (SV)

ED 300 176 RC 016 788

Nilsen, Alleen Pace, Ed.; And Others
Dust in Our Desks: Territory Days to the Present in Arizona Schools.
Arizona State Univ., Tempe. Coll. of Education.
REPORT NO.- ISBN-C-9611932-2-0
PUB DATE- 85
NOTE- 145p.; Photographs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Historical Materials (060) Collected Works - General (020)
DESCRIPTORS- American Indian Education; Biographies; Black Education; *Educational Experience; *Educational History; Elementary Secondary Education; Higher Education; Mexican American Education; Personal Narratives; *Public Schools; *Rural Schools; *Small Schools; State History; *Teaching Experience
IDENTIFIERS- *Arizona; Frontier History; Pioneer Life
The history of Arizona public schooling had a modest beginning in 1864 when the first Territorial Legislature allotted $1,500 to five existing mission schools. The third territorial governor, Anson P. K. Safford, launched a crusade to establish public schools, and by 1877 there were 28. The 1885 Legislature authorized the founding of a Territorial Normal School at Tempe and a university at Tuscon. By 1900 Arizona had 428 public schools. The major accomplishment of the early 1900s was the establishment of high schools. During the 1920s and 1930s the first junior colleges were founded, and school consolidation halved the number of one-teacher schools in the state. After World War II, Arizona experienced tremendous growth, and the sudden influx of students created new problems for boards of education. Between 1960 and 1985, federal monies became a factor in local school district funding, and the number of schools continued to grow, reaching 861 public schools and 484 private schools and preschools by 1980. This collection contains historical overviews, many old photographs, and 114 personal reminiscences about memorable educators, teaching and education experiences in small rural schools, the inauguration of "modern" schools and educational innovations, and the particular experiences of pioneers, Blacks, Mexican-Americans, and Japanese American World War II internees. (SV)

ED 299 823 FL 017 626

El-Banna, Adel Ibrahim
English Language Proficiency Levels among Non-Native EFL Teachers: An Exploratory Investigation.
PUB DATE- 87
NOTE- 107p.; Appendix C contains marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Needs; *English (Second Language); Foreign Countries; Higher Education; *Language Proficiency; *Language Teachers; *Reading Skills; Second Language Instruction; Sex Differences; Teacher Education; *Teacher Qualifications; Teaching Experience; *Writing Skills
IDENTIFIERS- *Egypt; Nonnative Speakers
A study compared the English language proficiency levels of three groups of non-native English-speakers who teach English as a second language (ESL) in Egypt. The three groups were: (1) graduates of a department that was not an English department; (2) graduates of English departments; and (3) seniors in one Egyptian university's English department. Teacher variables considered were ESL teaching experience, sex, teaching group, general English proficiency, writing skills, and reading skills. Analysis revealed that group 3 outperformed the others in general English language and reading proficiency, group 2 outperformed the others in writing proficiency, and group 1 were ranked last in all three language areas. No effects were found for experience or sex. Based on these findings, it is recommended that all ESL teachers be required to have formal training, with schools of education assuring that prospective teachers have specific competencies in the language before being allowed to teach it. Thirty-two tables and 62 references are included, and three appendixes provide copies of the language skills and writing proficiency tests administered during the study as well as sample by failed candidates (in Arabic). (Author/MSE)

ED 299 839 FL 017 703

Baratz-Snowden, Joan; And Others
The Educational Progress of Language Minority Children: Findings fr
the NAEP 1985-86 Special Study.
National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.
PUB DATE- May 88
NOTE- 349p.
CONTRACT- NIE-G-84-0018-P3
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; American Indians; *Asian
Americans; Elementary Secondary Education; English (Second
Language); Grade 3; Grade 7; Grade 11; *Hispanic Americans;
Language Attitudes; Language Proficiency; Locus of Control;
*Mathematics Achievement; Minority Groups; *Reading Achievement;

*Self Evaluation (Individuals); Test Interpretation
IDENTIFIERS- *National Assessment of Educational Progress
From 1985-86, the National Assessment of Educational Progress (NAEP) conducted a special survey of reading and mathematics performance of language minority Asian American, Hispanic American, and Native American children to determine the progress of these children at grades 3, 7, and 11. The study also sought to identify whether the differences in achievement within and among the groups could be at least partially explained by differences in demographic background, language use and competence, attitudes and school-related behaviors, and school experiences. Three achievement measures were examined, including: (1) academic performance as measured by seventh- and eleventh-grade students' self-report of grades in school; (2) NAEP reading scores for seventh-graders; and (3) NAEP math scores for third-, seventh-, and eleventh-grade students. Factors relating to the students' self-reports of high grades and to students' tested reading and math scores indicated that (1) frequency of second language use in the home had a significant positive relationship to grades in the total sample, as did English competence; and (2) locus of control, English competency, and positive attitudes toward reading tended to be important explanatory variables of reading performance, but that frequency of second language use in home had little or no relationship to reading performance. Sample NAEP reading and math test items are appended. (Author/DJD)

ED 299 865 HE 021 744

Murphy, Christine A.; And Others
Causes and Consequences of Role Stress among Higher Education Administrators.
PUB DATE- Apr 88
NOTE- 33p.; Appendix A and tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Administrator Attitudes Administrator Role; Age; Ambiguity; Anxiety; Conflict; Employed Women; Higher Education; Job Satisfaction; Organizational Climate *Stress Variables; Tenure; *Well Being; *Work Attitudes

IDENTIFIERS- *Organizational Commitment
The presence of conflict-producing situations for higher educatio administrators is examined. Basic theory and constructs from organizational behavior research are integrated into a causal model to offer a more comprehensive understanding of role stress and commitment to the university. Research shows direct relationships between degree of role conflict and various work-related outcomes such as job related tension, anxiety, and dissatisfaction; propensity to leave; lack of confidence; and inability to influence decision making. Studies show a relationship between high levels of role conflict and ambiguity and decreased organizational commitment. This study includes entry-level and low-level administrators as well as those at mid- and high-levels. A theoretical perspective is given with an overview of the integrated theoretical framework used to develop the proposed causal model tested in the study. Variables and instrumentation include age, job tenure, sex, years in higher education, role orientation, administration, organizational level, formalization, role conflict, role ambiguity, and organizational commitment. Methods, procedures, and data sources are noted. Results are discussed in terms of causal influences on role conflict, role ambiguity, and organizational commitment. Specific findings on age and sex suggest that university organizations should make an effort to retain competent administrators and to recruit more qualified women administrators. Minimizing conflict and ambiguity should serve to minimize their negative impact on commitment to the university. Three appendices include: the higher education administrator survey used in the study; a comparison of alpha reliability estimates obtained in current sample with those previously reported (N=362); and scale and descriptors for the variable--organizational level. Tables are included. Contains 29 references.(SM)

ED 299 878 HE 021 767

Survey on Tuition Policy, Costs and Student Aid.
State Higher Education Executive Officers Association.
PUB DATE- Jun 88
NOTE- 43p.; For related documents, see HE 021 760 and HE 021 765-768.
AVAILABLE FROM- State Higher Education Executive Officers, 1860 Lincoln Street, Suite 310, Denver, CO 80295 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Role; Budgeting; Fees; Governing Boards; Higher Education; In State Students; National Surveys; Noninstructional Student Costs; Out of State Students; Productivity; *Public Policy; Questionnaires; *Resource Allocation; *State Boards of Education; State Government; State Legislation; *Student Costs; *Student Financial Aid; *Tuition
IDENTIFIERS- Manitoba; *Tuition Waivers

A survey of the finance and executive officers of the statewide coordinating and governing boards in the United States and one Canadian province (Manitoba) gathered information on state policy regarding college costs, tuition, and student financial aid. The first part, completed by finance officers, asked specific questions about the responsibility for policy formation on a variety of related financial issues, resource allocation within the public sector, factors affecting decisionmaking, perceptions of state policy, and state efforts to gather information on which to base policy decisions. Some specific responses are presented. In the second part, completed by state executive officers, respondents were asked to state their agreement with, action on, concern about, or opinion concerning statements on a variety of financial policy-related issues. Responses (and survey questions) are presented by board type (coordinating or governing) and as percentages of that group and of the whole group. In this survey, individual responses were confidential. (MSE)

ED 299 905 HE 021 882

Nettles, Michael
Financial Aid and Minority Participation in Graduate Education: A Research Agenda for Today. A Research Report of the Minoirty Graduate Education (MGE) Project.
Educational Testing Service, Princeton, N.J.; Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- 87
NOTE- 11p.
AVAILABLE FROM- Graduate Record Examination Board MGE Project, Princeton, NJ 08541 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; College Graduates; Educational Finance; *Equal Education; Financial Support; *Graduate Study; Higher Education; *Minority Groups; *Student Financial Aid; Success
IDENTIFIERS- *Minority Graduate Education Project

A proposed agenda to study why minority participation in graduate education is so limited and so often unsuccessful is presented. Considerations to bear in mind include: what kind of financial returns minority students receive as a result of completing graduate school; the limited financial support available for graduate education; the lack of academic and social support specifically available to minority graduate students; and factors that compete with graduate school for a student's time and money. The differences between minority and majority students are compared. Questions related to underrepresentation of minorities include the following: Are professional programs so attractive that they draw students away from graduate education? Is the bachelor's degree so attractive in terms of employment and income potential that a graduate degree has little more to offer? and Do opportunity costs for minority and majority students differ in a way that would explain the minority underrepresentation? Some of the points of focus are: where the students go once they graduate; actual costs of graduate education; student indebtedness; and where financial aid comes from. Until there is a better understanding of the financial pressures minority students face, it is difficult to increase their numbers in graduate institutions and keep them there. Future research must consider such problems as: what types and amounts of financial aid will increase minority access and retention; what state and federal governments, professional associations, philanthropic foundations, and colleges and universities are doing about the problem; and what makes certain programs more effective in achieving minority access and retention. Contains 25 references. (SM)

ED 299 958 IR 013 473

Stoll, Peter F.
Collaborative Technology Initiatives for Serving Persons with Disabilities in New York State. Occasional Paper #1.
New York State Education Dept., Albany. Center for Learning Technologies.
PUB DATE- Jan 88
NOTE- 11p.; Paper presented at the Annual Meeting of the Council fo Exceptional Children (2nd, Baltimore, MD, January 15, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141 Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; *Disabilities; *Educational Technology; Elementary Secondary Education; Higher Education; Microcomputers; Private Agencies; *Special Education; Staff Development; State Agencies; *Telecommunications; *Vocational Rehabilitation
IDENTIFIERS- New York; *Public Private Relationship
This paper describes the programs undertaken by the New York Stat Center for Learning Technologies in cooperation both with other state agencies and with private agencies to ensure that learning technologies are integrated into educational training programs for the disabled, the handicapped, and other special needs populations. Programs described include technology applications for enhancing vocational rehabilitation programs, technology staff development programs for special education, and video production and information dissemination initiatives. In addition, two cooperative programs are detailed: producer-consumer partnerships between educators and the private sector to enhance the quality of learning technologies, and development of interactive telecommunications systems to provide distance education programs for the disabled. Finally, the work of both the State Council on Computing and Disabilities and the Task Force on Technology and Disabilities is described. (EW)

ED 300 004 IR 052 454

IFLA General Conference, 1987. Division of Management and Technology. Round Table for the Management of Library Associations. Round Table of National Centres for Library Services. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 21p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (53rd, Brighton, England, August 16-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Administration; *Centralization; Developed Nations; Foreign Countries; Higher Education; Information Services; Library Associations; Library Automation; Library Materials; *Library Services; Machine Readable Cataloging; *Microforms; Online Systems; *Preservation; Research Libraries
IDENTIFIERS- Research Libraries Group; Research Libraries Information Network

The six papers in this collection were presented at three sessions. The three presented to the Division of Management and Technology are listed first: (1) "The RLG (Research Libraries Group) Preservation Program and RLIN (Research Libraries Information Network) System Support" (Patricia McClung and John Haeger, United States); (2) "Problems of a Register of Microform Masters in Europe" (Heiner Schnelling, West Germany); (3) "The Role of Conspectus in Scottish Libraries" (Henry Heaney, United Kingdom); (4) "Library Associations: Strategies for the Future" (Philip Gill, United Kingdom); (5) "Centralized Library Services" (Jan Gumpert, Sweden); and (6) "Centralized Services for Libraries" (W. DeCeuster, Belgium). The fourth paper was presented at the Round Table for the Management of Library Associations, and the remaining two at a joint meeting of the Round Table for the Management of Library Associations and the Round Table of National Centres for Library Services. (CGD)

ED 300 019 IR 052 516

Hemesath, James B.; Moeny, Donald G.
Selected Results of Western and Southern Colorado School Library/Media Center Survey.
PUB DATE- 19 Feb 88
NOTE- 15p.; Paper presented at the Annual Conference of the Colorad Educational Media Association (Colorado Springs, CO, February 19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Audiovisual Aids; Cataloging; Elementary Secondary Education; *Learning Resources Centers; Library Administration; Library Automation; *Library Material Selection; *Library Service Library Surveys; *Microcomputers; Online Searching; *Periodicals; *Reference Materials; School Libraries
IDENTIFIERS- *Colorado
A survey of the current practices in school library-media centers in the Southwest, Three Rivers, Pathfinder, and Arkansas Valley Regional Library Service Systems in Colorado was conducted in the fall of 1986. The survey covered reference materials; media selection; computer usage, including cataloging, online searching, and use of library management software; periodicals subscribed to by the library; and the librarian's professional reading. Separate tabulations are provided for K-6/elementary schools, middle schools/junior high schools, senior high schools, and K-12/elementary and secondary schools. Of 330 surveys mailed, 126 (or 38%) were returned completed. Survey results are being incorporated into various school library-media courses taught by Adams State College (Alamosa, Colorado) in conjunction with the University of Colorado's educational media specialist endorsement program. The document consists of the survey instrument with results ranked according to the number of times each item was cited. (EW)

ED 300 091 JC 880 512

Honors Program Evaluation, Fall 1986.
San Diego Community Coll. District, CA. Research and Planning.
PUB DATE- 86
NOTE- 51p.
AVAILABLE FROM- San Diego Community College District, Office of Research and Planning, 3375 Camino del Rio South, San Diego, CA 92108 (free while supplies last).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Course Evaluation; Curriculum Development; Dropouts; *Honors Curriculum; Multicampus Districts; Participant Satisfaction; Program Evaluation; Questionnaires; School Surveys; *Student Attitudes; Student Characteristics; *Teacher Attitudes; Teaching Methods; Two Year Colleges; Withdrawal (Education)

In fall 1986, the San Diego Community College District initiated a pilot project to develop and offer an honors curriculum. After the first semester, during which 11 courses were offered to 110 students, an evaluation was conducted, consisting of the development of a profile of participants, a survey of students who withdrew from the program, and course evaluations by faculty and students. The evaluation revealed that: (1) of the 110 students who originally enrolled in the honors program, 32% withdrew; (2) 95% were enrolled in only one honors course; (3) more than 50% of the students were over 29 years old; (4) minorities were underrepresented in the honors program; (5) the majority of the students who dropped out of the program cited conflicts with their work schedule or a heavy workload as the reasons; (6) half of the students who dropped out of the program had never attended a class; (7) 64.4% of the honors students felt that the course required more class participation and 83.3% felt it had higher standards of performance than regular courses; (8) faculty indicated that the academic performance of honors students was considerably higher than that of regular students; and (9) methods used to teach the honors courses varied, though lectures, class discussions, and oral presentations were common. Survey instruments are appended. (AYC)

ED 299 809 FL 017 608

Schwagermann, Rolf; Walz, Rosemarie
I Can Learn German.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- Curric-00-3030-80; ISBN-88315-541-9
PUB DATE- 84
NOTE- 330p.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston Street, Room 613, Brooklyn, NY 11201 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Dialogs (Language); *Educational Games; *German; Instructional Materials; Learning Activities; Notional Functional Syllabi; Puzzles; Second Language Instruction; Supplementary Reading Materials; *Vocabulary Development
IDENTIFIERS- *Anagrams; *Crossword Puzzles
This set of materials for German second language instruction was designed for students who can be taught most effectively through a functional, conversational approach. It is intended as a supplement to the regular course of study so that all students, regardless of ability level, can be provided with an effective instructional program. It provides appropriate materials for non-academic students in the beginning phase of learning the language. Included in the units are simple dialogues and passages dealing with everyday situations that are not only directly useful for the classroom but also serve as models for additional material created by the teacher. Each unit also contains a variety of exercises to facilitate language acquisition and stimulate interest in language learning. Attention is given to the natural sequence of structure within the topics and to the use of vocabulary and language expressions in context. Activity types include acrostics, anagrams, crossword puzzles, word-searches, description and identification games, and matching and completion exercises. (MSE)

ED 299 852 HE 021 709

Multi-Year Plan 1987 through 1991.
Colorado Technical Coll., Colorado Springs.
PUB DATE- 87
NOTE- 171p.; Color graphics, photocopied materials, and some tables may not reproduce clearly. For a related document, see HE 021 708.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administration; Budgets; *College Planning; Educational Finance; Higher Education; Human Resources; *Institutional Mission Labor Relations; *Long Range Planning; Marketing; Master Plans; *Mission Statements; Organizational Objectives; *Proprietary Schools; Resource Allocation; *Technical Institutes
IDENTIFIERS- *Colorado Technical College

Colorado Technical College's plan for 1987 through 1981 is presented, geared to its philosophy centered around the concepts of service to student, product definition, and product delivery. The college offers quality, college level, career-oriented education. The scope of its programs is that of an applied technological institute with narrow technical program offerings through the master degree level. To achieve its mission, the college's goals are to maintain current and relevant programs through active participation in the business community; provide students with an educational background broad enough to enable them to adapt to a changing environment and changing needs; provide a supportive and motivating environment; and encourage faculty and administrators to engage in scholarly and professional activities. Achievements in 1986 are discussed, as are the goals for the multi-year plan. The various sections discuss: marketing; education (philosophy, mission, goals, education programs, registrar, retention, resource center, faculty, advisory boards, and other educational issues); administration/human resources; industrial relations; facility; and budget and finance. Each topic focuses on the related philosophy, mission, and goals and objectives. Numerous tables and charts are included. (SM)

ED 299 931 HE 021 933

Kominski, Robert
Educational Attainment in the United States: March 1987 and 1986.
Bureau of the Census (DOC), Suitland, Md. Population Div.
PUB DATE- Aug 88

NOTE- 100p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; *Access to Education; Educational Assessment; *Educational Attainment; Educational Opportunities; Educational Status Comparison; Higher Education; Hispanic Americans; Marital Status; National Surveys; Occupations; Racial Factors; Sex
IDENTIFIERS- *Current Population Survey

Data from the Current Population Surveys (CPS) conducted by the Bureau of the Census in March 1986 and 1987 are presented, with tabulations and a short discussion of the basic trends provided. Summary data on years of school completed by age, sex, race, and Hispanic origin are shown for 1986 and 1987. The detailed tables present data on years of school completed by persons 15-years-old and over by age, sex, race, Hispanic origin, type of residence, region of residence occupation, marital status, and education of spouse. Also, summary data are presented for the 15 largest states and metropolitan areas. The educational level of the adult population continued to move upwards in 1987, continuing the general trend that has been noted consistently in the CPS data since first produced in 1947. Educational attainment in 1987 reached a peak level not only for the entire population, but also for both sexes and White and Hispanic persons. Two appendices are (1) definitions and explanations and (2) source and reliability of estimates. Six appendix tables include information on generalized standard errors for estimated numbers of persons (total or White, Black and other), generalized standard errors of estimated percentages (total or White, Black and other), parameters and factors for calculating approximate standard errors of estimated numbers and percentages, and factors to be applied to standard errors. (SM)

ED 299 976 IR 052 424

Cook, Michael

Training in Technology and Its Management.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 17p.; Paper presented at the International Federation of Library Associations (IFLA) Pre-Session Seminar on International Colloquium on Education and Training of Library, Information and Archival Personnel (London, England, August 10-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Evaluation; *Curriculum Development; Database Management Systems; Databases; Developed Nations; Educational Resources; *Guidelines; Higher Education; *Information Technology; *Library Education; Management Development; Professional Training; Reprography; Teaching Methods; *Technological Advancement; Telecommunications; *Training Objectives
IDENTIFIERS- Harmonization; *Information Science Education; UNESCO; University of Liverpool (England)
This paper provides a commentary on the RAMP guidelines on curriculum development in the teaching of information technology, which were developed as a result of the UNESCO seminar on harmonization held in Paris in October 1984. This report is divided into three parts: (1) basic working assumptions for curriculum planning in the face of information technology (IT) challenges; (2) colloquium themes as they relate to IT training (teaching objectives, subject matter, teaching methods, evaluation, and teaching resources); and (3) future developments in the area of computer applications and IT. A list of selected recent articles relevant to the argument is attached. (3 references) (CGD)

ED 299 991 IR 052 440

IFLA General Conference, 1987. Division on Bibliographic Control. Bibliography and Round Table on A/V Media Section. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 17p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (53rd, Brighton, England, August 16-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
DESCRIPTORS- Archives; *Audiodisks; Audiotape Recordings; *Cataloging; Developed Nations; Developing Nations; *Discographies Foreign Countries; History; *Music; *National Libraries; Optical Data Disks; Union Catalogs
IDENTIFIERS- *British Library (England); *National Bibliographies; Retrospective Bibliographies; Standardization

The two papers in this section focus on the bibliographic control of sound recordings, primarily phonograph records. In the first, "The National Discography for the United Kingdom," Christopher Roads discusses the problem of lack of easily accessible and up-to-date information about the growing collection of new sound recordings as they are being issued. Also discussed is the merger of the National Sound Archive (NSA) in 1985 with the Mechanical Copyright Protection Society (MCPS) to found National Discography, Ltd., with the following company aims: (1) the compilation of a database of information on popular and classical music and jazz and blues recordings before they are released in a variety of different carriers to the public; (2) the publication of a current, comprehensive list of new records for use by trade and the public; (3) consideration of future publications in other specialist subject areas; and (4) improvement of public inquiry service via online or telephone link. In the second paper, "Bibliographic Control of Sound Recordings: An International View," Guy A. Marco describes the world situation in discography by identifying and discussing the contents of available contemporary discographies; briefly outlining the coverage of new recordings in national bibliographies; and analyzing two major projects in bibliographic control that are currently in progress. Appended are four sources for national bibliographies. (12 end notes) (CGD)

ED 300 035 IR 052 532

Fowler, Tony; Perkinson, Kathryn
Check This Out: Highlights of Model Library Programs.

Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- LP-88-700
PUB DATE- 88
NOTE- 23p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 065-000-00303-1, $15.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiovisual Aids; *Community Information Services; Delinquency; Demonstration Programs; Elementary Secondary Education; *Fine Arts; Hearing Impairments; Higher Education; *Library Instruction; *Library Services; Microcomputers; Reading Instruction; *Shared Library Resources; *Special Programs

This pamphlet highlights 13 public, academic, school, and special programs that are representative of 62 libraries and media centers recognized by the U.S. Department of Education's Office of Educational Research and Improvement (OERI) for their innovative programs. Programs are grouped in the following categories: (1) community service programs (the Answer Place, Milwaukee Public Library, Wisconsin, and the Consumer Health Information Resource Service, University of Nebraska Library of Medicine); (2) programs to teach students to use library resources (Oak Grove Elementary School Resource Center, Bloomington, Minnesota, and the library skills program at Abramson High School, New Orleans, Louisiana); (3) services for special populations such as those in institutions, the disadvantaged, and the handicapped (California Youth Authority's Libraries Are Survival/Employment Resource Centers, the Reading Incentive Program, Lakeland, Florida, and the Library Service for the Hearing Impaired, operating out of the Nashville Public Library, Tennessee; (4) arts education programs for children developed with area schools (Milwaukee, Wisconsin, and Shawnee Mission, Kansas, libraries); (5) programs in which libraries share information and consolidate services (Unified Media Center, Richmond, Virginia, and "Sharing Our Resources" program in rural Vermont); and (6) programs which use technology to inaugurate new library services (White Hall High School, Montana, and the Model Media Center Utilizing Microcomputers at the Mining and Mechanical Institute Preparatory School, Freeland, Pennsylvania). (MES)

ED 300 063 JC 880 479

ESL: Responding to the Challenge of Demographic Change. English as a Second Language Institute, Report #1, February 1987-November 1987.
Los Angeles Community Coll. District, Calif.
PUB DATE- 88
NOTE- 129p.; Printed on colored paper.

LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Curriculum; College Faculty; Cost Effectiveness; Educational Needs; *English (Second Language); *Enrollment Trends; *Limited English Speaking; Mexican American Education; Multicampus Districts; Needs Assessment; *Population Trends; Program Costs; Program Design; Program Effectiveness; *Racial Composition; *Second Language Programs; Spanish Speaking; Two Year Colleges; Urban Demography; Urban Population

In 1987, a study was conducted by the Los Angeles Community College District's (LACCD) English as a Second Language (ESL) Institute to establish baseline data on the English language needs for the LACCD's service area. The study drew upon census data provided by the Southern California Association of Governments, information on elementary and secondary students provided by the Los Angeles Unified School District (LAUSD), and results of annual surveys of LACCD students. Study findings included the following: (1) in 1980, Latinos made up 31.9% of the total LACCD population, while Blacks accounted for 14.5% and Asians 7.5%; (2) by the year 2000, Latinos and Asians will comprise 56.7% of the 18-19 year old population, 53.6% of the 20-24 year olds, and 46.6% of the 25-34 year olds; (3) 13% of the 18-54 year old adults in the LACCD spoke a foreign language in their homes, and an additional 20% spoke both English and another language; (4) in 1980, close to 1,000,000 people, ages 5-54, spoke both English and another language in the home; (5) the percentage of Latino children in grades K-12 in the LAUSD increased from 18.6% in 1966 to 55.2% in 1985; (6) of the respondents to LACCD's spring 1987 student survey, 41.2% identified themselves as foreign language natives, and 57.9% of these students indicated that they needed help in English; (7) in fall 1986, 17,347 of the 102,533 students enrolled in the LACCD identified themselves as foreign nationals, with 82.5% residing in the United States with permanent visa status; and (8) total enrollment in the LACCD's ESL classes during fall 1986 was 7,694 students. Recommendations based on study findings are included. Population projections, racial/ethnic statistics, and ESL data are appended. (AAZC)

ED 300 137 PS 017 635

Ranck, Edna Runnels
Advocacy: The Early Childhood Historian's Not-So-Hidden Agenda.
PUB DATE- Nov 88
NOTE- 22p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Anaheim, CA, November 10-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Advocacy; *Child Caregivers; Early Childhood Education; *Elementary School Teachers; *History; *Politics; Professional Development; *Teacher Attitudes
To examine how knowledge of history and politics informs the early education and child care field, this paper identifies sources of historical knowledge and unexamined underlying presuppositions frequently held by early childhood professionals which, if allowed to remain unchallenged, contribute to professional burn-out, repeated frustration at perceived failure, and inappropriate responses to existing situations. These presuppositions concern: (1) the complexity of change and the nature of pluralism; (2) the view that history is dull, boring, and irrelevant, and (3) the idea that politics is "dirty," manipulative, and cynical. A second aim of the discussion is to show early childhood educators, caregivers, and administrators how the knowledge of their historical roots and their political context can enable them to become, not just capable advocates, but also more effective and successful workers at whatever job they do, whether it be as group teacher, head teacher, director, coordinator, administrator, professor, or policymaker. (Fifty-four references are provided.) (RH)

ED 300 151 RC 016 707

Howard, Roy E.
Teaching Native Language and Culture in the Indian Schools.
PUB DATE- 14 Apr 88
NOTE- 55p.; Paper presented at the Annual Conference of the New Mexico Association for Bilingual Education (18th, Albuquerque, NM, April 14, 1988). Based on a Doctoral Dissertation, the University of New Mexico.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indian Languages; Bilingual Education Programs; *Bilingual Teachers; Language Maintenance; *Native Language Instruction; Native Speakers; Teacher Attitudes; *Teacher Education Curriculum
IDENTIFIERS- Bureau of Indian Affairs Schools; *Navajo (Nation)
This summary of a dissertation reports results of a study of teachers providing bilingual education at a Navajo border town school. History, demography and geography, socioeconomics, and politics all affect cultural knowledge to be taught and teachers must study these subjects. However, teaching Navajo language and culture in a bordertown school may require much more than this academic knowledge and knowledge of language and culture although these are prerequisites. Teachers must also be aware of family education histories, students' home situations, the importance of English for much economic success, and school politics and policies on bilingual education. Positive cross culture experiences and positive experiences with bilingual education were reported by a number of teachers who were willing to teach Navajo language and culture instruction. Teachers who believe in the value of bilingual methods are enthusiastic about using them. An appropriate training program for teachers of schools with bicultural policies might include learning both content and methods in the languages and cultures involved, training for attitude development, the development of a personal philosophy of bicultural education, and experiencing cross-cultural understanding of self and others. Teachers from both Navajo- and English-speaking cultures have a contribution to make to such programs. Reservation teachers must resolve for themselves the conflict between parents' tendency to want linguistic and cultural assimilation for their children and the school policy of bicultural integration. Appendices include a partial Navajo materials source list and information on how teachers have implemented their own ideas for teaching language and culture. (DHF)

ED 299 794 FL 017 480

Murphy, Joseph A.; And Others
The Teaching of French: A Syllabus of Competence. The Preliminary Report of the Commission on Professional Standards, the American Association of Teachers of French.
American Association of Teachers of French.
PUB DATE- Oct 87
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serial (022)
DESCRIPTORS- Cultural Education; Curriculum Design; *French; Higher Education; Language Proficiency; *Language Teachers; Linguistics; Literature Appreciation; *Minimum Competencies; Second Language Instruction; *Standards; *Teacher Education; *Teacher Qualifications; Teaching Methods
IDENTIFIERS- *American Association of Teachers of French
The American Association of Teachers of French has proposed professional standards of competence for French teachers based on three principles: (1) teacher development is a continuum beginning in graduate study and extending throughout the professional career; (2) accreditation and evaluation of teacher education programs should take into account what is needed for teacher development; and (3) the foreign language should be used to the greatest extent possible in the teacher education program and in inservice education. Two levels of competence are distinguished: basic and superior. For each of five general areas, guidelines are provided concerning the role of that area in language teaching, the meaning of competence in that area, and the components of competence at both levels. The areas are culture, language proficiency, linguistics, literature, and methodology. Two additional chapters present guidelines relating to a variety of professional concerns (including class size and composition, workload, professional development opportunities, and student placement) and implications of the proposed standards for teacher education curricula in each of the five areas. (MSE)

ED 299 918 HE 021 911

Amos, Arthur K., Jr.
The Davis Academic Environment. A Report of Student Opinions.
California Univ., Davis. Office of Student Affairs Research and Information.
PUB DATE- May 88
NOTE- 58p.; For a related document, see HE 021 912.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; College Environment; College Faculty; College Students; *Educational Assessment; *Educational Environment; Graduate Students; Higher Education; Majors (Students); Outcomes of Education; Professional Education; School Policy; School Surveys; State Universities; *Student Attitudes; *Student College Relationship; Student Development; Teacher Attitudes; Undergraduate Students
IDENTIFIERS- *University of California Davis
The perceptions of undergraduate, graduate, and professional students at the University of California-Davis regarding campus strengths and weaknesses are presented. Data collected with a survey mailed to a stratified random sample of 1,565 students are used. Eight sections look at the following: (1) academic major programs (course content in the major, major instruction, and program flexibility); (2) courses and classes (course variety, availability of courses, and class size); (3) faculty (instructor availability and faculty attitudes about students); (4) policies and procedures (testing/grading system, academic probation and suspension policies, and cheating); (5) academic facilities and services (classroom facilities, laboratory facilities, study areas, library facilities and services, computer services, and tutorial services); (6) educational outcomes (intellectual growth, writing ability, and preparation for future occupation); (7) overall evaluation; and (8) conclusions and recommendations. Some of the major findings from the study are as follows: Davis students generally report higher levels of satisfaction with components of the academic environment than those reported by their national counterparts; undergraduates respond positively to questions about their major programs; Davis is already showing early effects of growth and crowding; and most undergraduates report that Davis has made a very large or large contribution to their intellectual growth. An appendix offers responses to individual questions in 22 tables. (SM)

ED 299 959 IR 013 474

Stoll, Peter F.
Emergent Policy Issues Related to the Learning Technologies and Telecommunications.
New York State Education Dept., Albany. Center for Learning Technologies.
PUB DATE- May 86
NOTE- 11p.; Paper presented at the International Symposium on Government Policies in Educational Technology (British Columbia, Canada, May 18-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Disadvantaged Schools; *Distance Education; *Educational Technology; Elementary Secondary Education; Higher Education; Microcomputers; *Public Policy; *State Aid; Telecommunications; Video Equipment
IDENTIFIERS- *New York State Education Department; *Public Private Relationship; Video Technology
This paper describes New York State Education Department policy initiatives in 1985-86 in planning for and implementing the acquisition of new learning technologies, including computers, telecommunications, and video technologies. Three issues that have been the focus of these initiatives are discussed: (1) the need to ensure equitable access to computer technologies for low-wealth and economically disadvantaged schools; (2) the need to systematically plan and implement "distance learning telecommunications networks" among small schools with declining enrollments for the provision of enhanced learning opportunities; and (3) the need to develop guidelines for the creation of public-private partnerships to achieve enhanced quality of instructional technology. In addition, future directions of policy initiatives in these three areas are briefly discussed. (Author/EW)

ED 300 020 IR 052 517

Homan, J. Michael; Yokote, Gail
Medline and Index Medicus for the Health Science Librarian.
Medical Library Association, Chicago, Ill.
PUB DATE- 85
NOTE- 86p.; Syllabus prepared and presented at the International Congress on Medical Librarianship (5th, Tokyo, Japan, October 1985).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Descriptions; *Databases; Indexing; *Medical Libraries; Medical Research; *Online Searching; Professional Continuing Education; *Reference Services; *Search Strategies; Subject Index Terms
IDENTIFIERS- Index Medicus; *Manual Searches; *MEDLINE
This course syllabus for a continuing education course for health science librarians introduces the MEDLARS system, the MEDLINE database, and the Index Medicus. Designed to enable health science librarians to discriminate between the capabilities of manual searching and online retrieval, an overview is given of the nature and scope of MEDLINE and the Index Medicus which emphasizes the indexing methodology and characteristics of the information in each source. It is noted that, although Index Medicus and MEDLINE are used as the examples for this course, the principles of online searching and the differences between print and online resources are readily transferable to other databases and printed counterparts. In addition, parallels are drawn between various search systems which offer the MEDLINE database, and other biomedical databases offered by the National Library of Medicine are discussed. The text is supplemented by four figures, and seven supporting appendices are provided. (Author/EW)

ED 300 049 JC 880 448

Charles, Dick; Saterfield, Harry
Matriculation for 1988-1989, Phase II, the Second Year: On Our Way at Foothill College.
Foothill Coll., Los Altos Hills, Calif.
PUB DATE- 16 Sep 88
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *College Admission; *College Attendance; *College Planning; Community Colleges; Educational Counseling; *Program Effectiveness; School Guidance; School Orientation; Student Evaluation; *Student Personnel Services; Two Year Colleges

Foothill College's matriculation plan is composed of seven components, each with its own goals, staffing, hardware, planning activities, outcomes, and timelines. Though the college began to implement the plan in 1987, a number of the goals and activities will be only partially fulfilled in 1988-89. The goals of the admissions component are concerned with modifying the application requirements and processing procedures. The orientation component is focused on extending and revising the current orientation course for use with the entire campus community, while the goals of the skills assessment and evaluations component involve an expansion of services to day and evening students at on- and off-campus locations, and the provision of diagnostic and placement information to college staff. The counseling component is developing a number of ideas, including individual educational plans, an early alert system, and faculty-counselor training. The goals of the student progress follow-up component emphasize the development of a system to identify and notify students experiencing academic difficulties, contacting and offering appropriate services to students who have earned less than 30 units and/or have not declared an educational goal, and counseling students on academic probation. The institutional research component is concerned with measuring student achievement and the success of the matriculation plan. Finally, the coordination and training plan seeks to promote a shared understanding of the matriculation plan within the college community, identify staff development needs, and study the history of matriculation at the college. For each component, goals, staffing, and planned activities are enumerated in the progress report. (AJL)

ED 300 077 JC 880 497

Caswell, Jackie; And Others
Community Development Issue Paper.
Dallas County Community Coll. District, Tex.
PUB DATE- Mar 88
NOTE- 187p.
AVAILABLE FROM- Dallas County Community College District, 701 Elm Street, Dallas, TX 75202.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affirmative Action; Black Students; College Role; *College School Cooperation; Community Colleges; *Community Development; Community Leaders; Community Services; Middle Schools; *Minority Groups; Multicampus Districts; Program Descriptions; Quality of Life; *School Community Relationship; *Student Recruitment; Two Year Colleges
An overview is provided of the development of the Dallas County Community College District's (DCCCD's) Community Development Program, highlighting its accomplishments during its first two and one-half years of operation, and the District's plans for the future. Section I offers introductory comments and defines community development as the process by which an institution actually participates in upgrading the quality of life of its constituents. Section II explains how the DCCCD's Community Development Program evolved and highlights some of the major program activities, including a mini-conference with community leaders; cooperative activities between the DCCCD campuses and middle schools to encourage young students to develop higher education goals; demographic studies; Martin Luther King, Jr., National Holiday activities; the creation of an institute to train individuals from predominantly minority communities for leadership and community service; and a summer program to encourage minority students to enroll in engineering and engineering technology programs. Section III assesses the current status of such community development efforts as: (1) college activity plans, reflecting each institution's responsibility to encourage minority students to attend college; (2) special projects to address specific concerns on each campus; (3) campus-level recruitment efforts; and (4) campus visits by educational consultants. Sections IV and V discuss future directions and offer recommendations for program improvement. Appendixes offer additional information on various community development projects. (AAZC)

ED 300 105 PS 017 293

Zucker, Kenneth J.; Torkos, Helen
Assessment of Androgyny in Children.
PUB DATE- Apr 87
NOTE- 33p.; Filmed from best available copy. Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Androgyny; *Classification; Comparative Analysis; Concurrent Validity; *Elementary School Students; Grade 1; Grade 2; *Kindergarten Children; Primary Education; *Research Methodology; *Sexual Identity
The present study used a number of commonly observed sex-typed objects and activities as stimuli in an attempt to assess androgyny in primary school children. As a test of concurrent validity, children's preference scores were correlated with a parent-report measure of sex-typing. Three methods of sex role classification (between-sex median split, within-sex median split, and absolute midpoint split) were also examined in an effort to determine their similarities and differences using the same data set. Participants were 111 children in kindergarten through second grade and their parents. Child and parent measures showed strong sex differences in the types of stimuli preferred. Significant correlations were found between the parent and child measures for girls, but not for boys. The absolute midpoint method of sex-role classification placed the majority of boys in the masculine category and girls in the feminine category; nine percent of boys and 18 percent of girls were classified as androgynous. This method of classification yielded results similar to the more commonly used between-sex median split procedure but differed sharply from the within-sex median split method, which yielded a more even distribution of subjects. Results are discussed with respect to a number of methodological issues in the measurement of androgyny in children. (Thirty references and 7 tables are provided.) (RH)

ED 300 164 RC 016 767

Hobart, Christine L.
Population Growth in New Hampshire during the Nineteenth and Twentieth Centuries. Studies in New England Geography, Number 1.
Keene State Coll., NH. Dept. of Geography.
PUB DATE- Aug 86
NOTE- 33p.
AVAILABLE FROM- Dr. A. L. Ryant, Dept. of Geography, Keene State College, Keene, NH 03431 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Research/Technical (143)
DESCRIPTORS- Geographic Regions; Human Geography; Modernization; Population Distribution; *Population Growth; Rural Economics; Urbanization
IDENTIFIERS- *New Hampshire; Nineteenth Century; Twentieth Century

This paper traces the shifts in New Hampshire's state and county population during the nineteenth and twentieth centuries, focusing on the growth of urban centers and industry. From 1790 to 1840 most of New Hampshire's population growth was agricultural despite the beginnings of industrialization and urbanization. These processes greatly accelerated during the decades from 1840 to 1900; the railroad network expanded, industries multiplied, and by 1900, 46.7% of New Hampshire's population lived in urban areas. The development of Manchester as New Hampshire's leading manufacturing city and textile center was aided by immigration. The report also describes development of the lumbering and pulp industries. From 1900 to 1950, although population increased 29.5%, many industries moved out of the state and the textile industry declined substantially. Farm abandonment was widespread, with the amount of land used for farms declining from 64% in 1880 to 31% in 1940. Population decline reversed from 1950 to 1980, and by 1982 New Hampshire was the fastest growing state east of the Mississippi River with most of the population growth occurring in the southern part of the state. Reasons for the growth include the expansion of the highway system, the development of bedroom suburbs for Boston commuters, enhancement of the post secondary educational system, tourism, and development of a high technology industry. During the 1960s the state teachers' colleges became state colleges, enlarged their physical plants, and generally attracted a greater variety and number of students. Continuing growth may lead to problems. The need for a broad-based tax to support growth and continuing urbanization and suburbanization may spoil New Hampshire's modern lures: no income tax and unspoiled rural beauty. (DHP)

ED 300 177 RC 016 792

Kellogg, Jeff B., Comp.
Survey of Existing Indian Parenting Programs.
SPONS. AGENCY- National American Indian Court Judges Association.
PUB DATE- 9 Dec 82
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *American Indian Education; American Indians; *Family Counseling; National Surveys; Parent Child Relationship; *Parent Education; Parenthood Education; *Parent Materials; Parents; Program Descriptions; Program Development; *Resource Materials

This survey of existing American Indian parenting programs is part of a National American Indian Court Judges Association project to design a model process by which social service providers can offer effective parent education programs that are culturally relevant to American Indians. The report also offers profiles, including addresses and names of contacts, of 18 American Indian parenting programs and 18 general population parenting programs around the country. Each program comments on what materials and strategies it has used successfully and what Indian-specific materials, if any, have been developed. Also listed are other materials, studies, program descriptions, and resources that could be consulted for the model design. Successful programs are observed as formally incorporating local people in the program delivery. They also have strategies for promoting their programs, successfully bringing parent participants into parenting workshops, and removing stigmas attached to such programs. The report suggests that continuing input be obtained and linkages formed. Most of the programs surveyed expressed a desire for well-conceived parenting education model, and indicated a lack of Indian-specific parenting materials. The document calls for the development of a model that allows local communities to have significant input into the curriculum and allows for variations in family lifestyles among tribes with different customs, languages, and religions. Emphasis is also placed on the importance of studying perceptions and ideas of child-rearing held by parents before introducing a parenting program into a community. (TES)

ED 299 824 FL 017 627

El-Banna, Adel Ibrahim
Deductive versus Inductive Teaching of Grammar: An Experimental Investigation.
PUB DATE- 85
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cognitive Ability; *Deduction; *English (Second Language); Foreign Countries; *Grammar; Higher Education; *Induction; Instructional Effectiveness; Intensive Language Courses; Learning Processes; *Second Language Instruction; Sex Differences; Teaching Methods; Verbal Ability
IDENTIFIERS- *Tanta University (Egypt)
An experiment investigated the effectiveness of teaching grammar by deductive versus inductive methods in an intensive course in English as a second language. Additional student variables considered were general intelligence, verbal ability, cognitive ability, and sex. The subjects were 259 students in the Faculty of Education at Egypt's Tanta University. Data were gathered using three tests of English syntax, intelligence, and cognitive and verbal ability. Analysis of the results revealed no significant overall difference in effect between the two instructional approaches. However, differences were found related to level of intelligence, verbal ability, cognitive ability, and sex. Interactions between approach and general intelligence, verbal ability, and sex were not found, but there was a significant interaction between approach and cognitive ability. Based on these findings, it is recommended that grammar instruction not be limited to either approach but use both as the situation warrants. Ten tables and 41 references are included and a copy of the test of English syntax is appended. (MSE)

ED 299 944 IR 013 457

Bates, A. W.
The Open University: Development of Activities in Europe. IET Paper No. 268.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educationa Technology.
PUB DATE- 26 Sep 87
NOTE- 9p.; Lecture delivered at the Residential Meeting of the Council of the Open University (Milton Keynes, England, September 26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conferen Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communications Satellites; *Cost Effectiveness; *Distance Education; *Foreign Countries; *Intercultural Communication; International Cooperation; Open Universities; Telecommunications
IDENTIFIERS- *Europe (West); *Open University (Great Britain)
This lecture discusses factors that would be involved if the British Open University's distance education program were to be extended to Western Europe through the use of satellite transmissions. The cost benefits of such a move are discussed, including the possibility of additional funding through the European Commission. Another factor considered is the current movement of other agencies, primarily multinational corporations, into the European market. Reasons for not expanding into Europe are also presented, including the problems inherent in cultural and language barriers, and difficulties that would be encountered in providing adequate local support administrative services. The possibility of competing with already established European distance education programs is also considered. In conclusion, it is suggested that cooperation with existing European agencies would be the best alternative, one which would keep costs down, provide necessary local support, and avoid difficulties in intercultural communication. (EW)

ED 300 122 PS 017 606

Hartman, Jeanette Allison, Comp.
Kindergarten Bibliography.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 7p.
CONTRACT- 400-86-0023
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Early Childhood Education; *Kindergarten
This bibliography lists 33 resources on kindergarten and early childhood education which were selected from books and journals published from 1984-1988. Subtopics are noted for each entry. (RJC

ED 299 840 HE 020 444

Minorities in Higher Education. Fifth Annual Status Report 1986.
American Council on Education, Washington, DC. Office of Minority Concerns.
PUB DATE- 86
NOTE- 49p.; Tables have small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Asian Americans; Blacks; Civil Rights; College Administration; College Faculty; Desegregation Plans; *Enrollment Trends; *Equal Education; *Higher Education; Hispanic Americans; *Minority Groups; Student Financial Aid
For the past 5 years, the American Council on Higher Education's Office of Minority Concerns (OMC) has been monitoring the annual progress of minorities in higher education and issuing a report card on the system itself and the country as a whole. The 1986 report takes a more in-depth look at the whole by focusing on the progress of the particular states. To get this information, the OMC requested data from every state and the District of Columbia. Only 26 states responded to the questionnaire because states are no longer keeping as comprehensive records on minorities as they did even 5 years ago. Data on the 26 participating states are provided, and an analysis of how the country as a whole has progressed in the past year is included. The sections cover: enrollments; trends in minority enrollments (undergraduate, graduate and first professional, degrees conferred); minority recruitment efforts; retention of minority students; faculty and administration; issues of continuing concern (desegregation, traditionally Black institutions); and barriers to access (high school graduation rates, higher cost of education and financial aid). Some of the important trends noted are as follows: Asians continue to be the only minority group that is over-represented in enrollments and degrees earned in higher education; Black undergraduate and graduate enrollments declined significantly between 1980 and 1984, while Hispanic and Asian enrollments increased; Blacks showed a decline in the number of faculty positions held between 1977 and 1983, while other minoirities increased their representation; and enrollments at traditionally Black institutions peaked in 1980 and appear to be fluctuating. Thirty-four tables are included. (SM)

ED 299 879 HE 021 768

Wittstruck, John R.; Bragg, Stephen M.
Focus on Price: Trends in Public Higher Education Tuition and State Support.
State Higher Education Executive Officers Association.
PUB DATE- Jul 88
NOTE- 123p.; For related documents, see HE 021 760 and HE 021 765-767. Some tables may not reproduce well due to small print.
AVAILABLE FROM- State Higher Education Executive Officers, 1860 Lincoln Street, Suite 310, Denver, CO 80295 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Cost Indexes; *Economic Change; Fees; Higher Educatio Income; *Public Colleges; Public Opinion; Public Policy; Resource Allocation; *State Aid; *Student Costs; Trend Analysis; *Tuition
IDENTIFIERS- Consumer Price Index; Disposable Income; *Higher Education Price Index

A study examining recent trends in tuition and required fees at public colleges and universities in relation to state support and related economic indicators is summarized. The study addressed (1) the issues that historically have surrounded the price of public higher education; (2) the changes in tuition and required fees, state appropriations, the higher education price index, consumer price index, and per capita disposable income during the past two decades; and (3) how the changes in tuition and fees have compared to changes in relevant economic indicators. It is concluded that tuition and required fees have increased substantially in the last 15 years, but the income parents and students use to pay tuition has increased commensurately and state appropriations have also increased substantially. It is proposed that the economic recession of the early 1980s substantially changed the relationship between state support of public higher education and the tuition at public institutions, and that further movement in that direction is likely to result in even more obvious intervention by public policymakers. Five appendices and 40 tables/figures supplement the report. Contains 53 references. (MSE)

ED 299 892 HE 021 823

Norris, Donald M.; Poulton, Nick L.
A Guide for New Planners, 1987 Edition.
Society for Coll. and Univ. Planning, Ann Arbor, Mich.
PUB DATE- 87
NOTE- 71p.
AVAILABLE FROM- Society for College and University Planning, 2026M School of Education Building, University of Michigan, Ann Arbor, M 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrative Principles; Administrator Guides; Budgeting; Campus Planning; *College Planning; Competition; *Decision Making; *Entry Workers; Evaluation Criteria; Evaluation Methods; Futures (of Society); Higher Education; Information Sources; Long Range Planning; Organizational Climate; Professional Associations; Program Evaluation; Resource Allocation; Retrenchmen
IDENTIFIERS- *Enrollment Management; *Strategic Planning
Presented is a comprehensive guide to college planning principles and strategies designed for administrators new to the instructional planning function. An introductory section encourages new planners to understand the characteristics of planning and successful planners, understand different types of planning, appreciate the importance of all of the components of planning, and avoid reflexive planning behavior. The second chapter addresses issues in analysis and initial action, including the need to think about planning and the planning environment, understanding the administrative mandate and the organization's challenges, knowing the history of and resistance to planning and decisionmaking, launching new activities, and subsequent types of analysis. The third chapter discusses the literature of planning and planning research. Chapter four is a bibliography of planning, with these subheadings: the nature and history of planning, planning context, critique of planning, strategic planning and management, new directions and techniques, tactical planning, decision support for planning, and sources of information and professional organizations. Contains approximately 250 references. (MSE)

ED 300 005 IR 052 456

IFLA General Conference, 1987. Division of Management and Technology Conservation Section. Round Table on Audiovisual Media. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 48p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (53rd, Brighton, England, August 16-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
DESCRIPTORS- Archaeology; *Archives; *Audiovisual Aids; Computers; Databases; Developed Nations; Developing Nations; Entomology; Foreign Countries; Information Retrieval; *Information Systems; *Library Materials; Online Systems; *Paper (Material); *Preservation; Prevention; Technological Advancement

The eight papers in this collection focus on the preservation of both print and nonprint library materials: (1) "Properties and Problems of Modern Papers" (D. J. Priest, United Kingdom); (2) "On the Origin of Papermaking in the Light of Scientific Research on Recent Archaeological Discoveries" (Jixing Pan, China); (3) "Researches in New Conservation Methods in the State Library of the Czech Socialist Republic-Prague and Their Effect" (J. Hanzlova, Czechoslovakia); (4) "On Terminology in the Field of Document Conservation. Some Problems" (Z. P. Dvoriashina, USSR); (5) "The Control of Insects in Libraries and Archives" (M. L. Cox, United Kingdom); (6) "FORMAT--Canada's Computerized Information System for Audiovisual Materials" (Donald Bidd, Canada); (7) "A Strategy for the Preservation of Audiovisual Materials" (Peter C. Mazikana, Zimbabwe); and (8) "Progress in the Preservation of Audiovisual Material" (Helen P. Harrison, United Kingdom). (CGD)

ED 300 092 JC 880 513

Applicant Attrition Study, Spring 1987.
San Diego Community Coll. District, CA. Research and Planning.
PUB DATE- 87
NOTE- 56p.
AVAILABLE FROM- San Diego Community College District, Office of Research and Planning, 3375 Camino del Rio South, San Diego, CA 92108 (free while supplies last).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Applicants; Community Colleges; Dropouts; *Enrollment Influences; Multicampus Districts; *No Shows; Questionnaires; School Surveys; Student Educational Objectives; Two Year Colleges; *Two Year College Students

In spring 1987, a survey was conducted of individuals who applied for admission at one of the colleges in the San Diego Community College District (SDCCD) and did not subsequently enroll. A sample of 100 applicants was telephoned and the remaining 2,636 applicants received a direct-mail questionnaire. Study findings, based on an overall response rate of 17%, included the following: (1) 26% indicated that financial problems prevented them from enrolling at SDCCD, 15% could not keep their enrollment appointment, and 10% were deterred by long enrollment lines; (2) 76.9% said that they had been treated courteously by admissions staff; (3) 83% felt they had the necessary reading and mathematics skills to enroll in college; (4) 28.3% said that they would not have appreciated a call from the college to provide guidance or answer their questions; (5) 44.7% had applied for college admission for personal enrichment; (6) 48.4% of the respondents were returning students, while 31.2% were first-time students; and (7) 56.6% were employed full-time when they applied. A brief summary of a survey of 45 California community colleges to determine the nature and extent of applicant attrition at other colleges, and the survey instrument are included. (AYC)

ED 299 853 HE 021 719

Kurian, George T., Ed.
Yearbook of American Universities and Colleges, Academic Year, 1986-1987.
REPORT NO.- ISBN-0-8240-7942-6
PUB DATE- 88
NOTE- 653p.
AVAILABLE FROM- Garland Publishing Inc., 136 Madison Avenue, New York, NY 10016 ($77.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reference Materials - General (130) Collected Works - Serials (022)
DESCRIPTORS- Black Colleges; Collective Bargaining; College Faculty Community Colleges; Corporate Support; Court Litigation; Educational Assessment; Educational Environment; Educational Finance; Educational Quality; Faculty Development; *Higher Education; Instructional Improvement; International Programs; Liberal Arts; National Surveys; Public Relations; Research Universities; Sciences; Small Colleges; Speeches; State Colleges; State Programs; Statistics; Technology; Unions
IDENTIFIERS- Arkansas; Connecticut; Kentucky; Mississippi; New York Oklahoma; Tennessee; Texas; Utah; West Virginia

An annual report of the conditions of higher education in the United States for 1986-1987 is presented. The 16 sub-sections are as follows: (1) introduction; (2) principal sectors of higher education (four papers, on research universities, liberal arts colleges, community colleges, and state colleges); (3) issues (15 papers, e.g. academic cullture, faculty development, black colleges, international programs); (4) statistics; (5) people (Ernest L. Boyer; new college and university presidents); (6) speeches and documents (four speeches, e.g., speech to the Harvard Alumni Association, September 6, 1986, by Derek Bok and three presentations by William J. Bennett; five documents, e.g. Carnegie Foundation's "Report on Colleges"); (7) lists and rankings (e.g. largest institutions, sources of research funds, and "Most Effective College Presidents," by Liz McMillan); (8) collective bargaining; (9) corporate aid to education; (10) selected state reports on higher education (Arkansas, Connecticut, Kentucky, Mississippi, New York, Oklahoma, Tennessee, Texas, Utah, West Virginia); (11) major court decisions affecting colleges and universities 1986 (19 examples, e.g. faculty contracts, letters promising tenure); (12) campus and community: Boston University; (13) centenaries and anniversaries; (14) institution changes; (15) bibliography; and (16) index. Tables are included. Contains approximately 300 references. (SM)

ED 299 866 HE 021 745

Cassells, Judith M.; And Others
RN Baccalaureate Nursing Education (1986-1988). Special Report.
American Association of Colleges of Nursing, Washington, D.C.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C. Div. of Nursing.
PUB DATE- Apr 88
NOTE- 91p.
GRANT- D10-NU23072
AVAILABLE FROM- American Association of Colleges of Nursing, Attn: R

Data Project, P.O. Box 0178, Washington, DC. 20055 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bachelors Degrees; College Admission; Educational Assessment; Educational Finance; Enrollment Trends; Higher Education; National Surveys; *Nursing Education; Professional Education; *Program Evaluation; School Holding Power; Student Characteristics; Student Recruitment
IDENTIFIERS- *Baccalaureate Nursing Data Project
The RN Data Project is an extension of Phase I of the Baccalaureat Nursing Data Project of the American Association of Colleges of Nursing. Constituting Phase II of the project, it is designed to offer national data about RN (registered nurse) baccalaureate nursing education with the hope that such information will be of value and interest for academic and administrative planning for the nursing profession at large. Data were collected from February to May of 1987 from deans and RN students and from August to December of 1987 from RN graduates. Also, selected data were collected about generic programs. Questionnaires for deans were mailed to 606 baccalaureate nursing programs. The six sections of this report focus on: characteristics of participating baccalaureate programs; characteristics of the 1987 student RN sample; recruitment, admission requirements, retention, and enrollment and graduation statistics of RN/BSN (bachelors of science in nursing) students; course requirements and curriculum; characteristics of faculty members; and employment trends and issues. The findings from all surveys and comparisons between respondent groups are included. Comparisons are also made between geographic regions and school characteristics. The greatest professional growth areas reported by RN students were research capabilities, confidence in academic abilities, and preparation for graduate school. Details about the 70 tables contained in the report are provided. Appendix A offers a background on the generic baccalaureate nursing data project. Appendix B provides statistical information on the number and type of baccalaureate programs with masters and doctoral programs by U.S. region. Sources of information about nursing programs are provided. (SM)

ED 299 906 HE 021 883

Brown, Shirley Vining
Minorities in the Graduate Education Pipeline. A Research Report of the Minority Graduate Education (MGE) Project.
Educational Testing Service, Princeton, N.J.; Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- 87
NOTE- 24p.
AVAILABLE FROM- Graduate Record Examinations Board MGE Project, Princeton, NJ 08541 (free).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Aspiration; *Access to Education; American Indians; Asian Americans; Blacks; *Equal Education; *Graduate Study; Higher Education; High School Graduates; Hispanic Americans; *Minority Groups; Undergraduate Study
IDENTIFIERS- *Minority Graduate Education Project
Findings on the nature and extent of minority underrepresentation in higher education are presented, and the status of minority students at various transition points from high school through graduate school is described. The primary data source was the Higher Education General Information Survey. The racial/ethnic differences in the extent to which minorities are underrepresented are examined by high school completion and dropout rates, trends in enrollment, trends in degree attainment, the composition and size of the minority talent pool, and the transition points where the magnitude of loss is greatest. Black and Hispanic students are the groups of primary interest; however, data on American Indian and Asian-American students are reported where available. Eight sections discuss the following: introductory material; the data and methodology; minority precollege education; minority undergraduate education (trends in enrollments, two-year/four-year transfers, baccalaureate degree attainment); the minority talent pool (minorities in the Graduate Record Examination applicant pool); the transition from undergraduate to graduate school (competing post-baccalaureate career choices); graduate education (enrollment, graduate/professional degrees); the role of traditionally Black institutions in graduate education (composition and trends in traditionally Black institution enrollment, degree trends); and a research agenda that describes the issues to be addressed and the limitations involved in research on minorities in graduate education. Contains 30 tables, 6 figures, and 17 references. (SM)

ED 299 932 HE 021 936

An Engineering Student's Guide to the Humanities & Social Sciences.
Association of American Colleges, Washington, D.C.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.

REPORT NO.- ISBN-0-911696-43-1
PUB DATE- Sep 88
NOTE- 32p.
AVAILABLE FROM- Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- College Curriculum; *Course Selection (Students); *Degree Requirements; *Educational Planning; Elective Courses; *Engineering Education; Higher Education; Humanities; Liberal Arts; Social Sciences; *Undergraduate Study
IDENTIFIERS- *Curriculum Balance

Undergraduate engineering students and their advisors are provided with a handbook to help improve the quality and coherence of the humanities and social sciences (H&SS) component of undergraduate engineering education (fostering more purposeful H&SS course selection). The first of this handbook's three sections has an engineering major and his advisor discussing the value of H&SS coursework and the case for taking it seriously. The second section is a brief set of general guidelines for constructing a sound H&SS component (noting it should do such things as fulfill the institution's and program's requirements, contribute to a general education, and include integrative and capstone experiences). Section three consists of eight sample H&SS clusters that illustrate how the guidelines can be applied by students with different needs, interests, and aspirations. The suggested cluster approach to H&SS course selection was designed by the project advisory committee and a working group of engineering and liberal arts educators from across the country. Suggestions about the H&SS component (as conforming to the Accreditation Board for Engineering and Technology guidelines) are that the H&SS component should be at least 12.5% of the student's total program, be planned to reflect a rationale or fulfill an objective appropriate to the engineering profession, include some courses at an advanced level rather than be limited to a selection of unrelated introductory courses. (SM)

ED 299 977 IR 052 425

Tees, Miriam
Management and Its Teaching. The Methodologies of Vienna, 1983 and of Varna, 1985.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 16p.; Paper presented at the International Federation of Library Associations (IFLA) Pre-Session Seminar on International Colloquium on Education and Training of Library, Information and Archival Personnel (London, England, August 10-14, 1987).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conferences; *Core Curriculum; Cultural Influences; Curriculum Development; Developed Nations; Developing Nations; Graduate Study; Higher Education; *Information Science; Library Administration; *Library Education; *Management Development; Professional Education; Research Methodology; Special Libraries
IDENTIFIERS- *Austria (Vienna); *Bulgaria; Management of Instructional Information Systems; UNESCO
This paper reviews the steps (and subsequent results) that have been and are being taken to harmonize the teaching of management, an area that has been identified as one of the common aspects of the work of information specialists, i.e., archivists, librarians, and information scientists. The activities discussed include: (1) a conference held in Vienna, Austria, in 1983, sponsored by the IFLA Section on Education and Training; (2) development of a core curriculum by a member of the Standing Committee of the IFLA Section on Library Schools in response to the recommendations of a working paper that emerged from the Austrian conference; (3) a request for comments from library schools on the proposed curricula; (4) a 1984 UNESCO sponsored International Symposium on Harmonization of Education and Training Programmes held in Paris; (5) a 1985 conference in Varna, Bulgaria, organized by the IFLA Section on Library Schools; and (6) continuation of work on the core curriculum. An appendix contains a proposed curriculum outline with goals, objectives, eight modules, and a detailed plan for a section on recruitment/selection. (9 references) (CGD)

ED 299 992 IR 052 441

IFLA General Conference, 1987. Division of Bibliographic Control. Cataloguing, Classification and Indexing Section. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 37p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (53rd, Brighton, England, August 16-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bibliographies; *Cataloging; *Classification; Cultural Influences; Databases; Developed Nations; Foreign Countries; *Indexing; Librarians; Library Automation; *Library Catalogs; Machine Readable Cataloging; Technological Advancement
IDENTIFIERS- *Dewey Decimal Classification; *National Bibliographies; Universal Decimal Classification

The papers in this compilation focus on cataloging, classification, and indexing: (1) "Bibliographic Relationships in Library Catalogs" (Barbara B. Tillett, United States); (2) "Bibliographic Description: Past, Present, and Future" (Michael Gorman, United States); (3) "The Dewey Decimal Classification Enters the Computer Era: Developing the DDC Database and Editorial Support System" (John J. Finni and Peter J. Paulson, United States); (4) "The Usage of Classification Systems in National Bibliographies" (Barbara Kelm and Walther Traiser, West Germany); and (5) "Classification Numbers in Soviet Publications: Review of Classification Systems and Regulations of Class Numbers Publication in Soviet Books and Periodicals" (E. Sukiasian, USSR). (CGD)

ED 300 036 IR 052 533

Brandes, Barbara
The Crisis in California School Libraries: A Special Study.
California State Dept. of Education, Sacramento.
PUB DATE- 87
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Futures (of Society); Learning Resources Centers; Library Collection Development; *Library Expenditures; *Library Facilities; Library Materials; *Library Personnel; *Library Services; *Library Statistics; Library Surveys; *School Libraries; State Surveys; Tables (Data)
IDENTIFIERS- *California
The California State Department of Education conducted a special study of the condition of library media centers in the state's schools during the 1985-86 school year. Coordinated with a concurrent nationwide study conducted by the U.S. Department of Education, this study surveyed a random sample of 1,560 elementary, intermediate, and secondary schools in rural, small city, suburban, and urban areas; the response rate was 63%. This report presents both the state and national findings and recommendations in five areas: (1) library media facilities, including information on schools with centralized libraries, the size and capacity of libraries, and the use of library facilities; (2) staffing patterns and the number of libraries without professional staff; (3) services provided by library media centers; (4) collections and equipment, including information on numbers of books, subscriptions, and audiovisual materials, and on the quality of library media collections; and (5) budgets and expenditures other than salaries and wages, including summary statistics for six case-study schools. The report concludes with a discussion of the future of library media services in California schools. (MES)

ED 300 064 JC 880 480

MATC Student Opinions Regarding Discrimination and MATC Institutional Attitudes toward Women and Minorities.
Milwaukee Area Technical Coll., Wis.

PUB DATE- Aug 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; College Environment; Community Colleges; Females; Males; *Minority Groups; Organizational Climate; *Racial Discrimination; *Sex Discrimination; *Student Attitudes; Student College Relationship; Two Year Colleges; *Two Year College Students; White Students

In April 1988, as part of an annual survey conducted at Milwaukee Area Technical College (MATC), students were asked to assess the institutional attitudes of MATC toward women and minorities and to indicate whether they had experienced discrimination because of race, religion, sex, ethnic background, or handicap. In addition, students were asked about the manner in which they were treated by instructors and other MATC employees. A sample of 7,362 students responded to the survey, including 1,009 Black students, 207 Hispanics, 204 Asians, and 76 American Indians. Study findings included the following: (1) 9% of the students indicated that they had experienced discrimination, an increase of 1% from the previous year; (2) day students had experienced more discrimination than evening students; (3) 20% of the Black respondents reported that they had experienced discrimination, compared to 6% of the White females and 7% of the White males; (4) 21.4% of the handicapped respondents had experienced discrimination; (5) more than 95% of the respondents to this survey and previous surveys conducted in 1986 and 1987 felt that the institutional attitude of MATC toward women was "Ok", "Good," or "Excellent"; and (6) 65% of the White students indicated that MATC's institutional attitude toward minorities was "of no concern to me" or "I cannot evaluate this," while more than 86% of the minority respondents to the question indicated that MATC's attitude was "Ok", "Good," or "Excellent." (AYC)

ED 300 123 PS 017 607

Turner, Pauline H.; Zigler, Edward
Parents and Day Care: The Search for an Alliance.
PUB DATE- 87
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Child Care Givers; Child Development; Day Care Center
Family Day Care; *Family School Relationship; Parent Attitudes;
*Parent Participation; *Parents; Socialization; Teacher Attitudes
*Young Children
IDENTIFIERS- *Continuity; *Day Care Selection; Parent Caregiver
Relationship
This report reviews the literature pertaining to parent and caregiver attitudes, values, and practices, and their effects on children. Topics include: (1) child care selection; (2) assessment of continuity between the home and day care; (3) communication between parents and caregivers; (4) variables which affect communication; (5) parent and caregiver attitudes; (6) parent and caregiver roles which are assigned by society; (7) parent and caregiver views on the role of day care; (8) parent participation in day care and obstacles to such participation. The report suggests that parents' participation in the activities of their children's day care facility, and communication between parents and caregivers, are minimal. Even though parents and caregivers have differing expectations for each other, they appear to be satisfied with their relationship. A list of 50 references concludes the report. (RJC)

ED 300 138 PS 017 636

Soto, Lourdes Diaz; And Others
Toward an Ecological Approach of Observing in Early Childhood Settings.
PUB DATE- 88
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Observation Techniques; Early Childhood Education; *Evaluation Methods; *Kindergarten Children; *Measures (Individuals); Models; *Preschool Teachers; *Teacher Effectiveness
IDENTIFIERS- *Developmentally Appropriate Practices
A study was designed to develop a comprehensive approach to observing teaching in early childhood settings. A systematic method of observing developmentally appropriate and inappropriate behaviors was sought. The result was a comprehensive model based on Gordon's (1968) conceptualization of instruction. The model proposes that presage variables, such as pupil entering, teacher entering, and demographic characteristics, be investigated with a teacher interview sheet and a teacher belief inventory. Process variables, including teacher and pupil behavior in the setting, organization, and content factors, be studied by means of observations of situated teacher and pupil behavior and other information about the classroom environment; and that data on product variables, such as short- and long-range cognitive and affective effects on students, be gathered through pre-conference contact with teachers. Five categories were included in the systematic observation component of the model: teacher management strategies, children's learning strategies, types of verbal interactions, teacher communication strategies, and affective guidance. To establish the reliability of the instrument, "Dimensions of Developmentally Appropriate Teaching Techniques," two trained graduate students observed tapes and coded behaviors of four teachers and their students. The study instruments are appended. (RH)

ED 300 152 RC 016 708

Rural Area Revitalization Act of 1987; and the Rural Development Reorganization Act of 1987. Hearing on H.R. 1800 and H.R. 2026 before the Subcommittee on Conservation, Credit, and Rural Development of the Committee on Agriculture. House of Representatives, One Hundredth Congress, First Session.
Congress of the U.S., Washington, D.C. House Committee on Agriculture.
PUB DATE- 19 May 87
NOTE- 276p.; Serial No. 100-32. Contains some small, light type.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Counseling; Dislocated Workers; Drinking Water; Economic Development; *Federal Legislation; Federal State Relationship; Grants; *Hearings; Primary Sources; *Rural Development; Rural Economics
IDENTIFIERS- Congress 100th

Testimony of H.R. 1800, the Rural Area Revitalization Act, and H.R. 2026, the Rural Development Reorganization Act focuses on the need for federal attention to rural problems other than agriculture. The Rural Area Revitalization Act authorizes expansion of capital available for lending in rural areas, a grant program of $25 million per year for business capital and public improvements, and a new grant program to support local private nonprofit and public development agencies in searching out new business opportunities. Finally, the act authorizes a program to explore new ways to provide safe and affordable drinking water supplies to rural communities. The Rural Development Reorganization Act authorizes a survey of all rural programs and suggests transferring them to a new Rural Development Administration, to be created as part of the renamed Department of Agriculture and Rural Development. An office of Advocacy for Rural Development would be formed within the department to explore means of improving rural economies and to join in cooperative agreements with state governments for the same purpose. Rural technology grants proposed would support programs in rural areas to develop and commercialize new products and processes. Counseling and retraining are also to be made available to workers displaced from farming and agriculture related businesses. The hearing record includes testimony from state officials, the U.S. Department of Agriculture, farmers, and representatives of national and state organizations concerned with rural development. The text of this proposed legislation is appended. (DHP)

ED 299 795 FL 017 527

Yli-Renko, Kaarina
Assessing Foreign Language Training Needs of Adults. A Case Study from Finland. Research Bulletin 67.
Helsinki Univ. (Finland). Dept. of Education.
REPORT NO.- ISBN-951-45-4639-3
PUB DATE- May 88
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adults; Case Studies; *Educational Needs; English (Second Language); Foreign Countries; Government Employees; *Job Performance; *Language Proficiency; *Language Role Needs Assessment; Oral Language; Public Policy; Second Language Instruction; Self Evaluation (Individuals); Swedish; Uncommonly Taught Languages
IDENTIFIERS- *Finland
A study investigated the foreign language needs of employees in Finland's Ministry of the Interior as a basis for developing a language training policy. Both individual employees and department heads were surveyed about perceived language training needs. Results suggest that foreign language proficiency is very important to the ministry's functioning, with the need for language skills increasing in the future. The most important languages were found to be Swedish, English, and German, with French, Russian, Norwegian, and Danish also mentioned as needed. The language proficiency of personnel was found to be insufficient, with the greatest amount of training needed in Swedish and English oral proficiency. The employees felt they needed a higher level of language proficiency for the performance of their work than the department heads felt was required. The findings suggest that self-assessment may give more realistic information about language training needs than official assessments. (Author/MSE)

ED 299 810 FL 017 609

Iorio, Pasquale; Zimmerman, Philip
I Can Learn French.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- Curric-03-3011-80; ISBN-88315-464-1
PUB DATE- 80
NOTE- 272p.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston Street, Room 613, Brooklyn, NY 11201 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Dialogs (Language); *Educational Games; *French; Instructional Materials; Learning Activities; Notional Functional Syllabi; Puzzles; Second Language Instruction; Supplementary Reading Materials; *Vocabulary Development
This set of materials for French second language instruction was designed for students who can be taught most effectively through a functional, conversational approach. It is intended as a supplement to the regular course of study so that all students, regardless of ability level, can be provided with an effective instructional program. It provides appropriate materials for non-academic students in the beginning phase of learning the language. Included in the units are simple dialogues and passages dealing with everyday situations that are not only directly useful for the classroom but also serve as models for additional material created by the teacher. Each unit also contains a variety of exercises to facilitate language acquisition and stimulate interest in language learning. Attention is given to the natural sequence of structure within the topics and to the use of vocabulary and language expressions in context. Activity types include acrostics, anagrams, crossword puzzles, word-searches, scrambled words, description and identification games, and matching and completion exercises. (MSE)

ED 299 825 FL 017 628

Laufer, Batia
Ease and Difficulty in Vocabulary Learning: Some Teaching Implications.
PUB DATE- Apr 88
NOTE- 22p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (22nd, Edinburgh, Scotland, April 11-14, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Foreign Countries; Hebrew; Higher Education; Language Tests; *Learning Processes; Memorization; *Memory; Mnemonics; Second Language Instruction; *Second Language Learning; *Vocabulary Development
A discussion of the ease or difficulty of learning vocabulary words in a second language looks at a variety of issues in second language instruction. Research on factors in vocabulary learning is discussed, focusing on such factors as similarity in form and morphology, deceptive morphological structure, different syntactic patterning in the native language, differences in the classification of experience in the first and second languages, abstractness, specificity, negative value, connotations nonexistent in the native language, differences in the pragmatic meaning of near-synonyms and first-language translation equivalents, the learning burden of synonyms, and the apparent rulelessness of collocations. It is argued that word learnability (i.e., the ease or difficulty of learning a particular word) can serve as a guideline to the teacher in: (1) the selection and presentation (quantity, grouping, language of presentation, isolation or context) of words to be taught; (2) facilitation of long-term memorization (through meaningful tasks, mnemonic techniques, rote learning, and reactivation); (3) development of self-learning strategies, and (4) assessment of vocabulary knowledge. (Author/MSE)

ED 299 919 HE 021 912

Low, Jane M.
The Davis Social Environment. A Report of Student Opinions.
California Univ., Davis. Office of Student Affairs Research and Information.
PUB DATE- Aug 88
NOTE- 37p.; For a related document, see HE 021 911.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Asian Americans; Blacks; College Environment; College Students; Community Relations; *Ethnic Groups; Extracurricular Activities; Higher Education; Hispanic Americans; *Social Environment; Social Integration; Social Problems; State Universities; *Student Attitudes; Student Characteristics; *Studen College Relationship; Undergraduate Students
IDENTIFIERS- *University of California Davis

The perceptions of undergraduates regarding the social environment of the University of California-Davis campus are presented, based on a student opinion survey. The extent and nature of social integration among undergraduates is discussed, with a focus on whether the social environment differs among ethnic groups (Black, Chicano, Asian, and White). The four aspects of the social environment explored are: extracurricular activities; rules and regulations of student life; community relations; and social problems (health and well-being and intolerance on campus). Some of the major findings are as follows: undergraduates overall are well satisfied with most aspects of the campus' social environment; satisfaction level among ethnic groups vary considerably; Davis undergraduates are generally very pleased with extracurricular programs and services; students are moderately satisfied with the rules and regulations that govern student life; undergraduates overall report fairly high satisfaction with community relations on the Davis campus; Davis students overwhelmingly single out alcohol abuse as the most serious of the health and well-being problems; and student overall rate intolerance of homosexuality as a more serious problem for Davis students than racial intolerance (though this opinion is not shared by Blacks). Two appendices are persistence and graduation data and responses to individual questions. Tables showing measures of social integration are included. Contains 12 references. (SM)

ED 299 960 IR 013 475

Stoll, Peter F.
Learning Technologies and Telecommunications in New York State: A Plan To Meet the Challenge.
PUB DATE- May 86
NOTE- 14p.; Paper presented at the World Congress on Education and Technology (Vancouver, British Columbia, Canada, May 22-25, 1986)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Disadvantaged Schools; *Distance Education; *Education Technology; Educational Television; Elementary Secondary Educatio Higher Education; Rural Schools; *State Aid; *Statewide Planning; *Telecommunications
IDENTIFIERS- *Center for Learning Technologies NY; *New York State Education Department

This paper reviews the key recommendations of the New York State Education Department's Regents-approved statewide learning technologies plan. Strategies for addressing recommendations pertaining to "producer-consumer forums," "development of model staff development programs," and "technology applications for at-risk learners" are described. Also provided is a report on current State Education Department programs relating to distance learning and efforts to forge multiple state agency planning of a statewide telecommunications infrastructure. Future policy issues on the need to conduct a review of current laws, regulations, and funding mechanisms to enhance the provision of technology aid to local educational agencies are noted. (Author/EW)

ED 300 006 IR 052 457

IFLA General Conference, 1987. Division of Management and Technology. Statistics Section. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 13p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (53rd, Brighton, England, August 16-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Cost Effectiveness; Developed Nations; Foreign Countries; Government Role; Higher Education; Library Associations; *Library Statistics; *Management Information Systems; Microcomputers; National Libraries; Needs Assessment; Public Libraries; Reports; *Trend Analysis; *Use Studies
IDENTIFIERS- Time Series Analysis

The four papers in this collection focus on the analysis and use of library statistics in various situations: (1) "Statistics for Management and Trend Analysis: A SCONUL Experiment" (Anthony J. Loveday, United Kingdom), which discusses the work of the Standing Conference of National and University Libraries (SCONUL) in the collection and processing of data into ratios useful for comparative purposes in a time-series and for use in supportive management decisions; (2) "Canadian Library Statistics: Current Use and Future Developments" (Beryl L. Anderson, Canada), which briefly describes the sources of Canadian statistics, discusses two basic needs statistics may fulfill, and considers some of the ways Canadian libraries use statistics; (3) "Analysis of Library Statistical Data with Microcomputer Software: U.S. Applications" (Philip M. Clark, United States), which describes how microcomputer spreadsheet programs and database managers can be used to tabulate and analyze library statistical data; and (4) "Four Decades of International Library Statistics" (Khin Wai Thi, France), which provides a retrospective overview of international library statistics over approximately four decades, and exhorts

participants to a discussion of extending/updating and making additional proposals to the recommendation adopted by the Unesco General Conference in 1970 to improve the national collection and international reporting of library statistics. (CGD)

ED 300 050 JC 880 454

Kapiolani 1990: Academic Plan 1985-1990.
Hawaii Univ., Honolulu. Kapiolani Community Coll.
PUB DATE- Apr 85
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
DESCRIPTORS- Academic Achievement; Access to Education; *College Planning; Educational Administration; Educational Assessment; Facility Expansion; Faculty; *Governance; Instructional Improvement; Long Range Planning; School Community Relationship; Student Educational Objectives; Transfer Programs; Two Year Colleges; Vocational Education

As part of Kapiolani Community College's (KCC's) long-range planning process, major revisions to the academic plan are made every 6 years, following the college's accreditation self-study. The plan for 1985-90 provides a history and description of the college; explains KCC's planning process, mission, and goals; discusses the factors and projections providing the context for the plan; assesses the extent to which KCC implemented the recommendations of a 1979 visiting accreditation team; and identifies 10 priorities for the college over the coming six years. The bulk of the planning document focuses on the priorities, specifying desired outcomes, rationales, and specific planned activities. The priorities are to: (1) complete the new campus at Diamond Head; (2) strengthen and enhance the liberal arts transfer program; (3) maintain vital vocational programs in the face of changing economic conditions; (4) improve students' basic academic skills; (5) establish a student assessment and development program; (6) increase access to KCC's programs through alternative delivery systems; (7) improve the quality of instruction; (8) maintain a high quality faculty and staff; (9) develop more extensive community ties; and (10) implement a comprehensive planning, management, and evaluation system. (AJL)

ED 300 078 JC 880 499

Emmons, Joseph
Remedial/Developmental Education in Kansas Community Colleges, Summer 1987-Spring 1988.
Kansas State Dept. of Education, Topeka.
PUB DATE- Oct 88
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Community Colleges; Courses; *Developmental Studies Programs; *Enrollment Trends; Females; Males; Minority Groups; *Remedial Programs; State Aid; State Surveys; Two Year Colleges; Two Year College Students; Withdrawal (Education)
IDENTIFIERS- *Kansas
In October 1986, the Kansas State Board of Education included basic skills education as part of the role, scope and mission statements of the state's community colleges. In 1988, a study was conducted to assess the status of postsecondary remedial/developmental education. Study findings, based on semester enrollment figures for fall 1987, included the following: (1) 42% of the remedial students had not declared programs of study; (2) remedial/developmental math courses made up 45% of the total remedial headcount enrollment and 53% of the total credit hours; (3) completion rates for remedial courses ranged, by college, from a low of 51% to a high of 93%, for a statewide average of 79%; (4) remedial enrollments comprised 3.72% of total credit hour enrollments statewide; (5) the state paid a total of $23,324,042 in credit hour aid to the colleges, including $737,678 for remedial courses; (6) minorities constituted 26.9% of the unduplicated headcount enrollment in remedial courses and an estimated 9% in all courses; (7) students over 21 years of age made up 44.46% of the total headcount in remedial courses; and (8) beginning in fall 1988, all 19 Kansas community colleges offered remedial/developmental courses. The bulk of the report consists of tables showing fall 1987 data by college. A table showing remedial/developmental courses by college for the spring 1985-spring 1988 period is also provided. (AYC)

ED 300 106 PS 017 345

Brown, Terry Blakely
Increasing Social Competency in Preschool Children Using Cognitive-Behavioral Intervention.
PUB DATE- 88
NOTE- 96p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Generalization; *Interpersonal Competence; *Preschool Children; Preschool Education; *Prosocial Behavior; Puppetry; *Skill Development; *Training; *Transfer of Training
A school psychologist implemented a practicum designed to increase the prosocial behaviors of children attending a preschool center that integrated handicapped (N=26) and nonhandicapped (N=22) children. Observations had indicated that many of the children at the center were unable to work and play with others without hitting and getting hurt in return. To improve children's behavior, a social skills training program was developed. The program focused on the skills of listening to the teacher, doing what the teacher says, following classroom rules, doing the best work possible, following rules of play, assisting others, sharing with others, and coping with anger, negation, and teasing. Skits with puppets were used to present 24 stories which featured 10 social skills. One story was presented semiweekly for 12 weeks to children in four classrooms. Teachers were trained in specific techniques designed to encourage the transfer and generalization of prosocial learning to various settings in the natural environment of the center. Post-training evaluation data indicated that preschool children demonstrated fewer deficiencies in each of the 10 social skills addressed in the training program. Eight tables/figures and 33 references are provided. Appendixes include instruments used in the project, a sample from the weekly log and charts comparing studies reported in the literature. (RH)

ED 300 178 RC 016 793

Russell, Jack, Ed.; And Others
Appalachian Regional Commission: 1987 Annual Report.
Appalachian Regional Commission, Washington, D.C.
PUB DATE- 31 Mar 88
NOTE- 58p.; For 1986 Annual Report, see ED 286 695.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Development; Dropout Prevention; *Economic Development; Elementary Secondary Education; Federal Aid; *Financial Support; *Job Development; *Labor Force Development; Literacy Education; Low Income States; Planning Commissions; Population Trends; Program Costs; Program Descriptions; Regional Planning; Regional Programs; Road Construction; *Rural Development; Unemployment
IDENTIFIERS- *Appalachia; *Appalachian Regional Commission DC
The Appalachian Regional Commission (ARC) used its $105 million appropriation for fiscal year 1987 to support three major program areas in the 13 state region: (1) creating and retaining regional jobs; (2) assisting in construction of basic facilities, particularly water and sewer systems, in the region's 90 poorest counties; and (3) working toward completion of the Appalachian Development Highway System. Economic and human resource development activities focused on community infrastructure, vocational training, assistance to small businesses, and "regional program initiatives," a new category. This latter category included support for 63 school dropout prevention projects; 31 adult literacy programs; educational programs promoting entrepreneurship; education programs tailored to the needs of specific business sectors; health care services for rural and indigent populations; and technology transfer projects addressing industrial obsolescence or new employment opportunities. ARC compiled and analyzed social and economic data on the region, by county, and supported studies to identify areas that could be strong regional research and development centers and also to: assess the effect of changes in the Medicare payment system on rural hospitals; study medical indigence; analyze the economic development potential of continuing care retirement communities; and evaluate education reform undertaken in rural and small school districts since 1983. The report includes details on appropriations and distribution of funding by project type and by state; state and regional maps; a directory of local development districts; and county population change data. (SV)

ED 299 880 HE 021 777

Vellela, Tony
New Voices: Student Political Activism in the '80s and '90s.
REPORT NO.- ISBN-0-89608-341-1
PUB DATE- 88
NOTE- 285p.
AVAILABLE FROM- South End Press, 116 St. Botolph St., Boston, MA 02115 ($11.00 softcover--ISBN-0-89608-341-1; $30.00 cloth--ISBN-0-89608-342-X; add $1.50 postage and handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Book (010)
DESCRIPTORS- *Activism; Change Strategies; Church Related Colleges; *College Students; Economics; *Educational Trends; Feminism; Fraternities; Government Role; Higher Education; Investment; Mass Media; Peace; *Political Attitudes; *Politics of Education; Public Agencies; Racial Discrimination; Religious Cultural Groups; Sexuality; Sororities; *Student Participation; Student Rights; Trend Analysis; War
IDENTIFIERS- Apartheid; Central America; Central Intelligence Agency; District of Columbia; South Africa; University of California Berkeley; University of Notre Dame IN

An examination of the state of student activism in American higher education is based on a study of the focus and direction of campus activism and on interviews and surveys of undergraduate and graduate students who consider themselves activists. The first two chapters are devoted to an assessment of the overall situation and of the strategies used for organization and communication in activist pursuits. Subsequent chapters focus on specific political issues and interests. They include divestment of financial interests in South Africa, Central American politics, the Central Intelligence Agency, the military and its university connections for war-related activities, racism, the economy and general welfare, women's issues, gay, lesbian, and bisexual rights, student empowerment, the role of the media, and the future of activism. Chapters contain segments of activist interviews and descriptions of specific events. Interspersed among expository chapters are "snapshot" chapters describing individual campus situations and campus-specific issues. A final chapter gives a sampling of events and actions. Information on national activist organizations and survey and interview methodology are appended. (ASE)

ED 300 021 IR 052 518

Fitzsimons, Eileen; Mayfield, M. Kent
Quality in Context: A Guide to Certification and Registration by the Medical Library Association.
Medical Library Association, Chicago, Ill.
PUB DATE- 85
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Certification; Competence; Library Associations; *Licensing Examinations (Professions); *Medical Libraries; *Study Guides; *Test Format; *Test Wiseness
IDENTIFIERS- *Medical Library Association

This guide is designed to assist prospective examinees in preparing for the certification/registration examination of the Medical Library Association (MLA). The format of the examination and the types of questions to be found on the examination are discussed, and suggestions for test preparation are provided. Several practice "mini" examinations are included, and test-taking strategies are described. A copy of the MLA's Code for the Certification of Health Sciences Librarians is included, and a 41-item bibliography is provided. (EW)

ED 300 165 RC 016 774

Taylor, J. Edward; Espenshade, Thomas J.
Foreign and Undocumented Workers in California Agriculture.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Ahmanson Foundation, Beverly Hills, CA.; Atlantic Richfield Foundation, Los Angeles, CA.; Ford Foundation, New York, N.Y.; Resources for the Future, Inc., Washington, DC. National Center for Food and Agricultural Policy.; Weingart Foundation, Los Angeles, CA.
REPORT NO.- PDS-87-2
PUB DATE- Jun 87
NOTE- 32p.
AVAILABLE FROM- Library/Information Clearinghouse, The Urban Institute, 2100 M St., N.W., Washington, DC 20037.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Laborers; *Employment Patterns; *Farm Labor; Federal Legislation; *Foreign Workers; Harvesting; Labor Supply; Occupational Surveys; *Undocumented Immigrants; Wages
IDENTIFIERS- *California; Immigration Law; *Immigration Reform and Control Act 1986
The Immigration Reform and Control Act of 1986 contains controversial provisions to allow temporary "replenishment" farmworkers to enter the United States to harvest perishable crops. This paper describes the role of legal and illegal foreign workers in California agriculture in relation to these provisions and the assumptions on which they rest. A 1983 survey of 1286 farmworkers in 37 California counties showed that 73% of all farmworkers were foreign. Citrus and other tree fruits had higher than average concentrations of foreign farmworkers (93% and 84%), while grapes had a below average concentration (67%). The relative concentration of illegal workers was (1) significantly above average for citrus, other tree fruits, and grapes, and significantly below average for field fruits and vegetables; (2) significantly above average for harvesting, tree thinning, and irrigating, and significantly below average for hoeing, crop sorting, operating machines, and serving as a foreman; and (3) significantly above average for southern San Joaquin valley and significantly below average for coastal and inland southern California. Compared to other regions, the San Joaquin valley had the highest unemployment rate and among the lowest hourly earnings for legal workers, suggesting that undocumented aliens may be displacing low skilled legal workers and depressing wage rates. This is contrary to growers' contentions, as is the lack of evidence that perishable crops depend more heavily on undocumented workers than other crops. The report contains 7 statistical tables, 13 references, and 21 related titles from the

ED 299 893 HE 021 824

Davies, Gordon K.
Ten Years of Higher Education in Virginia. A Report to the State Council of Higher Education for Virginia.
Virginia State Council of Higher Education, Richmond.
PUB DATE- Jun 87
NOTE- 28p.
AVAILABLE FROM- State Council of Higher Education for Virginia, James Monroe Building, 101 North Fourteenth Street, Richmond, VA 23219.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Educational Change; Educational History; Educational Quality; Enrollment Trends; Government School Relationship; Higher Education; Operating Expenses; Program Development; Program Termination; *Public Colleges; Research Administration; *Resource Allocation; Salary Wage Differentials; State Aid; *Statewide Planning; Student Characteristics; Student Financial Aid; Teacher Salaries; Technology; Trend Analysis
IDENTIFIERS- *Virginia
The 10-year report of Virginia's Director of the State Council for Higher Education gives an overview of trends and changes in the state's institutions during that period, examines strategies for the future of the state's higher education planning, and discusses the role of technology in knowledge development. It outlines the broad principles of planning and resource allocation adopted in Virginia, discusses the priority of specific curriculum and governance issues, and proposes general directions to be taken by the system in a number of administrative and academic areas. The section on technology examines the conflict between it and the liberal arts and proposes an approach to the college curriculum that accommodates both human values and the contributions of technology but requires a fundamental change in faculty attitudes and commitment. Contains 6 references. (MSE)

ED 299 945 IR 013 458

Bates, A. W.
Television: Essential or Extravagant?
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- Oct 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Broadcast Television; *Distance Education; *Educational Television; Foreign Countries; *Instructional Design; Open Universities; *Production Techniques; *Programing (Broadcast); Videotape Cassettes
IDENTIFIERS- *British Broadcasting Corporation; *Interactive Television
This discussion of the advantages and disadvantages of using television in an open university's distance learning program begins by examining the parameters of the use of television in distance learning, i.e., distribution, utilization, and production. It is suggested that television provides two unique presentational characteristics when used in distance learning: (1) its ability to bring to open learning students material otherwise not available; and (2) its ability to help the learning process in unique ways, such as providing concrete examples, modeling processes, combining pictures and commentary, and relating examples to principles. Several methods of harnessing television's potential in practical and cost effective ways are suggested, including use of existing materials and production of one's own programs. Distribution and format questions are also examined, and what students actually learn from television is considered. Finally, it is suggested that the correct use of television can reduce the number of dropouts, increase comprehension, and enhance the quality of open learning by assisting in the development of higher order learning skills. The text is supplemented by a list of addresses of organizations involved in television and open learning. (15 references) (EW)

ED 299 993 IR 052 442

IFLA General Conference, 1987. Division of Bibliographic Control. Rare and Precious Books and Documents Section. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 69p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (53rd, Brighton, England, August 16-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
DESCRIPTORS- *Bibliographies; *Cataloging; *Classification; Databases; Foreign Countries; History; Information Networks; Library Automation; Library Science
IDENTIFIERS- Library History; *National Bibliographies; *Rare Books
The nine papers in this compilation are concerned with bibliographic control and rare and precious books and documents: (1) "The Problems of Serving Bibliographers, Historians and Librarians: The Nineteenth Century Short-Title Catalogue--NSTC" (F. J. G. Robinson); (2) "Experience with the Problems of Retrospective National Bibliography: The Case of the English Short-Title Catalogue, 1475-1640" (R. J. Roberts); (3) "Experience with the Problems of Retrospective National Bibliography: The Case of the Eighteenth Century Short Title Catalogue--ESTC" (Michael J. Crump); (4) "Experience with the Problems of Retrospective National Bibliography: The Case of the 'Wing' Short-Title Catalogue 1641-1700" (D. J. McKitterick); (5) "Towards the Feasibility of a European Network: An Approach by LIBER" (J. C. Garreta); (6) "Problems and Prospects of an International Bibliography on the History of the Printed Book and Libraries" (Hendrik D. L. Vervliet); (7) "Feasibility of a European Network for the Bibliographical Control and Study of the Manuscript and Early Printed Book" (J. Michael Smethurst); (8) "Rare Books Cataloguing Projects and the Study of the History of the Book in Spain" (M. L. Lopez-Vidriero); and (9) "Book Science Objectives within the USSR Library System Nowadays" (Tatyana I. Kondakova). (MES)

ED 300 093 JC 880 514

Evaluation of the Combined Schedule, Fall 1987.
San Diego Community Coll. District, CA. Research and Planning.
PUB DATE- 87
NOTE- 23p.
AVAILABLE FROM- San Diego Community College District, Office of Research and Planning, 3375 Camino del Rio South, San Diego, CA 92108 (free while supplies last).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; *Enrollment Influences; *Information Dissemination; Multicampus Districts; *School Publications; *School Registration; School Schedules; School Surveys; *Student Attitudes; Two Year Colleges; *Two Year College Students

In fall 1987, a combined schedule of the classes offered by all colleges in the San Diego Community College District (SDCCD) was mailed to continuing students as part of the mail-in registration process. A brief questionnaire was included with the registration packet, asking students for their opinions of the combined schedule and its influence on their course and college choices. Of the 11,106 students who registered by mail for the fall 1987 semester, 5,434 returned a completed questionnaire. Study findings included the following: (1) students found the new schedule to be convenient, commenting frequently that it eliminated the need to wait in line on campus and that they appreciated the greater number of class options made available to them; (2) only 2.5% had difficulty understanding the new schedule; (3) over one-third of the respondents indicated that they had looked at the course offerings of other SDCCD campuses; (4) 99% of the students who indicated that the combined schedule had influenced their choice of college campus were enrolled at more than one campus; and (5) over 90% of the respondents favored the continuation of the combined schedule. Student responses to open-ended questions are attached. (AYC)

ED 300 124 PS 017 608

O'Connell, Martin; And Others
Who's Helping Out? Support Networks among American Families.
Bureau of the Census (DOC), Suitland, Md. Population Div.
PUB DATE- Oct 88
NOTE- 48p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printi
Office, Washington, DC 20402 (Stock No. 803-044-00001-5, $2.25).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports -
Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- *Age; *Family (Sociological Unit); *Family Income;
*Financial Support; *Marital Status; National Surveys; *Social
Networks; Statistical Surveys; Tables (Data)
IDENTIFIERS- *Child Support
This report focuses on individual financial support networks whic
supplement the incomes of persons who live in different households.
It introduces a new data set from the Survey of Income and Program

Participation (SIPP). Information was collected in a supplement to the SIPP conducted between January and April 1985 in about 17,000 households. Statistics cover persons of 18 years and over who were regularly making cash payments for the support of persons living in another household during 1985. Results indicated that the likelihood of providing and receiving financial assistance is determined by the life cycle status of both providers and recipients, while the amount of payment is determined by the financial resources of the providers. It was also reported that: (1) the most frequent causes for financial need among nonhousehold members are marital disruption and aging; (2) families vary more in their abilities to pay than in their reasons for supporting nonhousehold family members; (3) child support makes up 11 percent of the annual family income of women who receive it. The report includes 27 charts and 3 tables. Appendices provide an overview of the SIPP program, definitions, specifications of sources and reliability of estimates, discussions of data, findings of a loglinear regression analysis, and facsimiles of SIPP questionnaires. (RH)

ED 299 811 FL 017 610

Frank, Dorothy; Martelli, Thomas
I Can Learn Italian.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- Curric-03-3051-80; ISBN-88315-463-3
PUB DATE- 80
NOTE- 275p.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston Street, Room 613, Brooklyn, NY 11201 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Dialogs (Language); *Educational Games; Instructional Materials; *Italian; Learning Activities; Notional Functional Syllabi; Puzzles; Second Language Instruction; Supplementary Reading Materials; *Vocabulary Development
This set of materials for Italian second language instruction was designed for students who can be taught most effectively through a functional, conversational approach. It is intended as a supplement to the regular course of study so that all students, regardless of ability level, can be provided with an effective instructional program. It provides appropriate materials for non-academic students in the beginning phase of learning the language. Included in the units are simple dialogues and passages dealing with everyday situations that are not only directly useful for the classroom but also serve as models for additional material created by the teacher. Each unit also contains a variety of exercises to facilitate language acquisition and stimulate interest in language learning. Attention is given to the natural sequence of structure within the topics and to the use of vocabulary and language expressions in context. Activity types include acrostics, anagrams, crossword puzzles, word-searches, description and identification games, scrambled words, songs, and matching and completion exercises. (MSE)

ED 299 841 HE 021 146

Clewell, Beatriz C.; Ficklen, Myra S.
Improving Minority Retention in Higher Education: A Search for Effective Institutional Practices.
Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-86-17
PUB DATE- Jun 86
NOTE- 162p.
AVAILABLE FROM- Educational Testing Service, Princeton, New Jersey 08541.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Civil Rights; College Attendance; *Educational Opportunities; *Equal Education; Higher Education; *Minority Groups; Models; *School Holding Power; School Policy; Student Attrition
IDENTIFIERS- Boston College MA; California State University Fresno; Purdue University IN; University of North Carolina Greensboro

Programs and policies at four-year majority white institutions with good minority retention rates are examined, and factors contributing to their success that are adaptable to other sites are identified. Identification of the institutions used in the study was based on an objective statistical procedure and expert nomination. The four institutions chosen were Boston College, California State University at Fresno, University of North Carolina at Greensboro, and Purdue University Minority Engineering Program. An introduction to the report provides a statement of the problem; review of the literature (student characteristics and behavior and environmental factors); and a summary of the study including descriptions of the two methods used to select the institutions and synthesis of results from methods one and two). Case studies focus on the following: Boston College (the institution, African American/Hispanic/Asian/Native American student programs, and conclusions); California State University (the institution, access and retention, special programs, support services, and conclusions); Purdue University (the institution, the Schools of Engineering Minority Engineering Program, and conclusions); and University of North Carolina (the institution, access and retention, and conclusions). Findings focus on: differences among institutions and programs; characteristics of successful retention efforts; a model for developing effective minority retention programs; and a broader perspective of minority retention. It is concluded that retention includes motivating students to aspire to higher education, preparing them for the rigors of a college career, assiting them to matriculate, helping them finance their education, and offering academic and personal support during their college years. Ninety-eight appendices provide details on the programs at each institution. Tables are included. Contains 56 references. (SM)

ED 299 867 HE 021 746

Corporate Support of Education 1986. Research Report.

Council for Aid to Education, New York, NY.
PUB DATE- Feb 88
NOTE- 13p.; For the 1985 report, see ED 283 455.
AVAILABLE FROM- Council for Aid to Education, 680 Fifth Avenue, New York, New York 10019.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Responsibility; *Corporate Support; *Donors; Educational Finance; Elementary Secondary Education; Higher Education; Industry; National Surveys; *Private Financial Support; *School Business Relationship; School Support
IDENTIFIERS- Business Role

The results of the 13th annual survey of corporate contributions to education are presented. The rapid growth that characterized corporate giving over the past 10 years slowed markedly in 1986, and the striking divergence between soaring contributions and lagging profits has ended. Usable questionnaires returned by 372 companies provides the basis for national estimates. The focus is on the following: (1) national trends in corporate support (why the slowdown occurred) and (2) survey results (where the dollars go, where education dollars go, industry differences, regional differences, contribution ratios, industry variations, cash versus noncash giving, foundations smoothing the way, and individual companies. Survey results show nearly 77% of the total education dollars went to colleges and universities, but support for precollege education is rising. Contributions rose as a share of corporate earnings. Manufacturing industries led in percentages of total contributions, income, and assets going to education. Noncash gifts of products and property made up 28% of education support. Corporate foundations stabilized the flow of charitable contributions. Additional information on the report is appended, including supplementary data on measuring individual contributions and definitions of contributions and financial data. (SM)

ED 299 907 HE 021 884

Albright, Robert L.; Neely, George, Jr.
Challenges for the Traditionally Black Colleges: A New Look. An SEF Occasional Paper.
Southern Education Foundation, Atlanta, Ga.
PUB DATE- Jan 87
NOTE- 34p.; Papers presented at the Conference of the Southern Education Foundation (Atlanta, GA, January 7-8, 1987).
AVAILABLE FROM- Southern Education Foundation,Inc., 340 W. Peachtree Street, NW, Suite 250, Atlanta, GA 30308.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; *Black Colleges; Case Studies; *Change Strategies; College Presidents; Court Litigation; *Educational Change; Educational History; Educational Innovation; Educational Policy; *Educational Quality; Faculty Development; Federal Courts; Financial Problems; Futures (of Society); Higher Education; Incentives; *Institutional Survival; Teacher Motivation
IDENTIFIERS- Brown v Board of Education; *Fisk University TN; Institutional Vitality; Supreme Court

Two addresses presented at a conference of top administrators of traditionally black colleges are presented. In "The Clarion Call: Imperatives for the Pursuit of Excellence," Robert J. Albright discusses urgent issues in the survival and strengthening of historically black institutions. The paper begins by examining the significance of the Brown vs. Board of Education case in the early transformation of black colleges and proceeds to outline some of the most significant conditions likely in higher education during the period 1987-2000. Suggestions are made for meeting these challenges through innovative strategies, academic policies (freshman studies, institutional assessment, senior thesis, honors programs, joint degree programs, and weeding out the academic program), faculty development (especially computer literacy, writing and speaking across the curriculum, and teacher training institutes), faculty incentives (grants, advanced degree opportunities, distinguished chairs, and excellence awards), and the president's role in institutional improvement. "Recent Developments at Fisk University," by George Neely, Jr., outlines the severe financial constraints facing the institution in 1984 when the new president arrived, and the strategies used to keep the university afloat, including staff reduction, operating cost reduction, and austerity measures imposed while keeping student needs a high priority. (MSE)

ED 299 933 HE 021 952

Skelton, W. Keith; And Others

Society Membership Survey: 1986 Salaries.
American Inst. of Physics, New York, N.Y.
REPORT NO.- AIP-R-311.03; ISBN-0-88318-576-8
PUB DATE- 88
NOTE- 44p.
AVAILABLE FROM- Education and Employment Statistics Division, American Institute of Physics, 335 East 45th Street, New York, NY 10017-3483 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparable Worth; *Doctoral Degrees; *Education Work Relationship; Employed Women; Employment Opportunities; Equal Opportunities (Jobs); Geographic Location; Higher Education; National Surveys; Outcomes of Education; *Physics; *Salaries; Salary Wage Differentials; Science Curriculum; *Scientists
IDENTIFIERS- *American Institute of Physics

The fourth in a series of reports produced by the Education and Employment Statistics division of the American Insititute of Physics (AIP) is presented. Data are based on a stratified random sample survey of one-sixth of the U.S. and Canadian membership of the AIP member societies. In the spring of 1986, every individual in the sample received a questionnaire in which they were asked to describe their employment in March of 1986. Of the 12,000 society members mailed questionnaires, 64% responded. The overall picture that emerges is a positive one, as members' salaries easily outpaced inflation. The median salary for society members climbed 6.6% from the previous year, and society members with a Ph.D. had a 7.6% increase. Despite this, salary levels continued to vary. The three main factors that dictate the salary levels found throughout the United States are (1) distribution of employment sectors within each division, (2) salary structure for each employer type, and (3) interdivisional age variations. Some facts that emerge are as follows: salary levels vary across employment sectors; across all employment sectors, salaries climb with professional experience; and females employed in industry and at universities earn less than males. Two appendices list geographic divisions (New England, Middle Atlantic, South Atlantic, East North Central, East South Central, West North Central, West South Central, Mountain, and Pacific) and present technical notes (median, quantile calculations, quantiles and interquantile ranges, employment base, sampling error, and cost of living). (SM)

ED 299 978 IR 052 426

Mchombu, Kingo
User Studies: How To Identify Potential and Actual User Needs.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 23p.; Paper presented at the International Federation of Library Associations (IFLA) Pre-Session Seminar on International Colloquium on Education and Training of Library, Information and Archival Personnel (London, England, August 10-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Libraries; Course Objectives; Developing Nations; *Educational Planning; Higher Education; *Information Needs; *Information Science; Information Transfer; *Library Education; Literature Reviews; Methods Research; *Needs Assessment; Public Libraries; Technological Advancement; User Satisfaction (Information); *Use Studies
IDENTIFIERS- *University of Botswana
This report explores some key problems and issues in the teaching of a course--Identification of User Information Needs--to information professionals. Tentative practical recommendations are offered, largely as they pertain to developing countries, and the following considerations are discussed: (1) manpower needs for information professionals are mainly determined by social development requirements and national priorities; (2) the broad aim of curricula for information professionals should be to produce personnel with socially relevant competencies; (3) the low status of this topic is fading, and curricula should reflect this emerging reality; (4) the identification of user needs is important; and (5) there is adequate content to make up a full course on this topic. An outline for the course is proposed, and 28 additional readings are listed. (7 references) (CGD)

ED 300 022 IR 052 519

Kerker, Ann E.; Malamud, Judie
The Literature of Veterinary Medicine. CE 60.
Medical Library Association, Chicago, Ill.

PUB DATE- 79
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annotated Bibliographies; Audiovisual Aids; Course Descriptions; Course Objectives; Databases; Government Publications; Library Education; *Library Materials; *Medical Libraries; Periodicals; Professional Associations; Professional Continuing Education; *Reference Materials; *Scientific and Technical Information; *Textbooks; *Veterinary Medicine

This course guide outlines the objectives and content for a professional continuing education course on the literature of veterinary medicine. Topics covered include: (1) an introduction to veterinary medicine as a discipline, including comparison with other medical sciences, veterinary medicine education, licensure, animal models, veterinary medicine literature, and veterinary medicine libraries and collections; (2) indexes and abstracts, guides to the literature, and other bibliographic tools; (3) the periodical literature; (4) reference materials; (5) core texts in anatomy, histology, physiology, internal medicine, laboratory medicine, radiology, surgery, zoo and wild animal medicine, endocrinology, pathology, parasitology, obstetrics, anesthesiology, immunology, epidemiology, oncology, and pharmacology; (6) federal and state resources; (7) conferences, proceedings, dissertations, and translations; (8) computer searching; (9) instructional media; and (10) professional associations. A list of 15 suggested readings and 25 reference questions with sources for answers are included. (MES)

ED 300 037 IR 052 534

Deck, Dennis
Designing Information Systems in Educational Settings.
Northwest Regional Educational Lab., Portland, OR. Assessment and Evaluation Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 88

NOTE- 21p.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Decision Making; Elementary Secondary Education; *Information Systems; Microcomputers; *Models; *Systems Developmen
IDENTIFIERS- *Design Methodology; *Educational Information
This report proposes a model for designing decision-making information systems in education. In the first section, several relevant themes in education and data processing are summarized, including user involvement, team effort, decision orientation, indicators, enabling technology, design methodologies, and process rather than product. The six steps in the design model are described in the next section: (1) needs assessment; (2) feasibility study; (3) conceptual design; (4) physical design; (5) implementation; and (6) evolution. The third section is a case study showing the application of the model to the design of a microcomputer database that would track referrals in the Portland (Oregon) Public Schools Alcohol and Drug Program. (27 references) (MES)

ED 300 065 JC 880 481

Report for Florida Community Colleges: The Fact Book.
Florida State Board of Community Colleges, Tallahassee.
PUB DATE- Jun 88
NOTE- 150p.; The greater part of the document is printed on colored paper.
LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; College Programs; *Community Colleges; Degrees (Academic); *Educational Finance; *Enrollment Trends; *Expenditures; Full Time Equivalency; Governance; Intellectual Disciplines; Program Costs; Salaries; *School Personnel; State Surveys; Teacher Salaries; Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS- *Florida

Designed to convey timely, accurate, and comparative information about the system of community colleges in Florida, this factbook provides descriptive and statistical data on enrollment trends, college personnel, educational finances, and governance. The report opens with a brief historical overview of the state system from its beginnings in 1933 to the present. Next, the report presents statistical tables on the state's community college students, covering: (1) annual enrollments, 1948-49 through 1986-87; (2) headcount enrollment by ethnicity and gender, fall 1987; (3) full-time equivalent (FTE) enrollment by college, term, and discipline, 1986-87; (4) annual FTE by term, 1982-83 through 1986-87; (5) annual headcount enrollment in vocational programs, supplemental and apprenticeship courses, and adult education and community services programs; (6) student acceleration; (7) degrees and other formal awards, 1986-87; and (8) available vocational programs. The next series of tables provides salary data for instructional and non-instructional personnel, and information on the number of college employees by sex and race, fall 1987. Finally, financial data are presented on the system's beginning balance, revenues, expenditures, and costs of instruction and support programs. (AYC)

ED 300 139 PS 017 637

Malloy, Leanne; Gilman, David
The Cumulative Effects of Indiana PRIME TIME: A State Sponsored Reduced Class Size Program, on Basic Skills Achievement.
PUB DATE- May 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Basic Skills; *Class Size; *Elementary School Students; Grade 3; Primary Education; *Program Effectiveness; *State Programs
IDENTIFIERS- *Indiana; *Project Primetime
The purpose of this paper was to analyze the initial results of statewide implementation of the PRIME TIME program in Indiana. PRIME TIME is a state-wide program to reduce class size in the primary grades. Mean scores from 65,911 third graders who had completed the Indiana Competency Test in the spring of 1987 after completing 3 years of the program were compared with the scores of 67,987 third graders who had no experience with the program. A difference of only 0.7 points favoring the smaller classes was found on the composite scores of four subtests, suggesting that monetary expenditures for PRIME TIME were not justified by program effects. A test of homogeneity of variance was also performed. Results indicated that the smaller classes caused both high and low scores to regress to the mean. It is concluded that, since smaller classes cost a tremendous amount of money, it is the responsibility of educators to learn when and where reductions of class size are most beneficial to students. (Author/RH)

ED 299 796 FL 017 532

Hurst, Donna M.
How To Obtain International Employment in ESL, K-12.
PUB DATE- Mar 88
NOTE- 8p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Employment Opportunities; *English (Second Language); International Programs *Job Search Methods; *Language Teachers; *Overseas Employment; Resource Materials; Teacher Employment Benefits; Teacher Salaries
IDENTIFIERS- *Dependents Schools
A guide to obtaining English as a second language teaching jobs i international and American schools overseas contains information on the kinds of jobs available, provides a timeline calendar for job-seeking, and lists sources of further information. The nature of the international school, its characteristics and personnel practices, accreditation, employment opportunities, desired teacher qualifications, and recruitment practices are discussed. Addresses are given for federal agencies with overseas schools, private organizations that hire or place teachers extensively overseas, education departments in American territories and possessions, international corporate employment programs, and multinational programs with possible employment opportunities. The job search timeline chronicles a year's preparation for overseas employment, beginning with resume updating and initial contacts and continuing with school selection, application, interviewing, follow-up, and obtaining appropriate papers for work overseas. Questions to ask when applying and interviewing are also suggested. (MSE)

ED 299 826 FL 017 629

Pierce, Lorraine Valdez, Comp.
Facilitating Transition to the Mainstream: Sheltered English Vocabulary Development. Program Information Guide Series Number 6.
National Clearinghouse for Bilingual Education, Wheaton, MD.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Aug 88
NOTE- 20p.
CONTRACT- 300860069
AVAILABLE FROM- National Clearinghouse for Bilingual Education, 8737 Colesville Rd., Silver Spring, MD 20910.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education; Classroom Techniques; *English (Second Language); Grade 8; Junior High Schools; Lesson Plans; Limited English Speaking; Science Education; Second Language Instruction; Social Studies; Teacher Role; *Transitional Programs; *Vocabulary Development
IDENTIFIERS- Content Area Teaching; *Sheltered English
Adapted from a curriculum guide prepared by the Hartford, Connecticut Bilingual Program's Vocabulary Development Committee, this guide to vocabulary development in sheltered English offers practical ideas for content area instruction to limited-English-speaking students in the language classroom, with the objective of facilitating transition from the English-as-a-second-language or bilingual classroom to English-only, mainstream instruction. The approach is based on research in first and second language development and the interaction of this research with school achievement. The guide provides background information on the concept and practice of sheltered instruction, vocabulary development through concepts, and the teacher's role in sheltered English. Two units on lesson planning follow, with lesson activities that illustrate these principles. The first, a science unit on the moon and gravity, provides information for the teacher on the role of sheltered English in science instruction, outlines components of a sheltered English lesson, suggests steps in developing and teaching a lesson, and contains a lesson outline based on these principles. The second focuses on commonalities in the organizational structure of social studies and science. It outlines steps in producing a unit integrating teaching on the cell and teaching about government and discusses the identification of common elements in the seemingly disparate subjects. A lesson outline for using this topic with eighth graders is provided. (MSE)

ED 299 854 HE 021 730

Ellis, Susanne D.
Graduate Student Survey, 1985-86. AIP Report.
American Inst. of Physics, New York, NY. Education and Employment Statistics Div.
REPORT NO.- AIP-R-207.19
PUB DATE- Sep 87
NOTE- 14p.
AVAILABLE FROM- American Institute of Physics, 335 East 45h Street, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Astronomy; College Preparation; Degrees (Academic); Doctoral Degrees; *Employment Patterns; Entry Workers; *Graduate Students; Higher Education; *Labor Market; Masters Degrees; Minority Groups; National Surveys; *Physics; Salaries; Student Characteristics

The graduate student survey, undertaken annually by the American Institute of Physics, monitors trends in the population of graduate students in physics and astronomy. Individuals are surveyed for information on their personal and educational characteristics and career goals. The report presents tabulated data from the survey, with analysis presented in narrative form. Information on physics students includes: student characteristics (sex, citizenship, physics study in high school, type of bachelor's and graduate institution, full-time or part-time status, source of support) of all graduate students, first-year students, and terminal masters and doctoral degree recipients; similar information on minority group students and in addition, data on full-time-equivalent years of graduate study, major subfields, and graduate degree recipients, as well as race category; student distribution by subfield, sources of support by sex and degree status, distribution in selected experimental or theoretical subfields, distribution by subfield and employment offers for doctorate recipients and terminal master's recipients, employment of doctoral graduates by citizenship, employment characteristics of master's recipients, use of training in potentially permanent employment, initial employment with potential permanence, and median salaries. Similar but less extensive information is provided for astronomy students. (MSE)

ED 299 920 HE 021 913

Employment Outcomes of Recent Master's and Bachelor's Degree Recipients. Survey Report.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-88-251
PUB DATE- Aug 88
NOTE- 26p.; Data Series DD-RCGS-1985-1.21.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bachelors Degrees; Educational Benefits; *Education Work Relationship; *Employment Opportunities; Employment Potentia Employment Qualifications; Higher Education; Longitudinal Studies *Masters Degrees; *Outcomes of Education; Salaries

The question of whether or not having a master's degree rather th just a bachelor's degree makes a difference in the employment outcomes of graduates 1 year after degree completion is considered. Employment characteristics are examined in relation to the number of years of previous work experience. Also, the enrollment status of recent degree recipients in conjunction with their employment characteristics is considered. The employment status of master's and bachelor's degree recipients is compared by selected major fields of study and by graduates' gender and race/ethnicity. Topics include the following: characteristics of master's and bachelor's degree recipients; labor force status; salaries of master's and bachelor's degree recipients; and job attributes of master's and bachelor's degree recipients. Results of analyses of data from the 1985 Recent College Graduates survey indicate that for individuals employed full-time 1 year after degree completion, having a master's degree had a positive effect on salary. It also significantly affects whether or not an individual can obtain a job that has some career potential and is related to field of study. The field in which a degree is earned is also important to these employment characteristics. Two appendices are: (1) a description of the Recent College Graduates survey, reliability of the estimates, and statistical methodology; and (2) definitions of terms used in the report. Tables are included. (SM)

ED 299 961 IR 013 476

Stoll, Peter F.
Telecommunications and Distance Learning in New York.
New York State Education Dept., Albany. Center for Learning Technologies.
PUB DATE- May 88
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cable Television; *Communications Satellites; Continuin Education; *Distance Education; Elementary Secondary Education; Postsecondary Education; *School Districts; *State Programs; *Telecommunications; Teleconferencing; Vocational Rehabilitation
IDENTIFIERS- *Boards of Cooperative Educational Services; *Center fo Learning Technologies NY
This paper describes the history of the use of distance learning systems by New York State schools, Boards of Cooperative Educational Services (BOCES), and postsecondary institutions since 1985. Several projects are briefly described which use a variety of telecommunications media, such as cable television, microwave, audiographic teleconferencing, computer conferencing, and satellite technology. In addition, the implications of distance learning for the postsecondary, vocational rehabilitation, and continuing education sectors are illustrated by project descriptions. Four current statewide telecommunications initiatives involving collaboration among state agencies are briefly described. Finally, several information dissemination activities undertaken by the Center for Learning Technologies to ensure that educators keep informed of current and future distance learning planning activities and applications are described. (Author/EW)

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ED 300 007 IR 052 458

IFLA General Conference, 1987. Division of Regional Activities. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 35p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (53rd, Brighton, England, August 16-21, 1987).
LANGUAGE- English; Spanish
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
DESCRIPTORS- Academic Libraries; *Computers; Developed Nations; Developing Nations; Foreign Countries; Government Role; Higher Education; Information Needs; *Information Services; National Libraries; Public Libraries; Publishing Industry; *Regional Libraries; *Scientific and Technical Information; *Socioeconomic Influences; Statistics; *Technological Advancement; Telecommunications
IDENTIFIERS- *British Council

Six of the seven papers in this collection focus on regional library activities in Africa, Asia and Oceania, and Latin America and the Caribbean: (1) "Libraries and Information Services in a Changing World: The Challenges African Information Services Face at the End of the 1980s" (Dejen Abate, Ethiopia); (2) "The Computer and Knowledge Information Development in Malaysia: Some Perspectives" (Edward Lim Huck Tee); (3) "New Development of Scientific and Technical Information Services in China" (Wang Jiabin, China); (4) "El Papel de las Asociaciones Profesionales (The Role of Professional Associations)" (Maria Casas de Faunce, Puerto Rico, in Spanish only); (5) "Library and Information Services in a Changing World: An African Point of View" (A. Olugboyega Banjo, Nigeria); and (6) "Report of the Activities of the Regional Section for Asia and Oceania 1986-1987" (J. S. Soosai, Malaysia). The seventh paper was delivered at a joint meeting of the Division of Regional Activities and the Division of Libraries Serving the General Public: "Library Development Worldwide: The Role of the British Council" (Gillian Roche, United Kingdom). (CGD)

ED 300 051 JC 880 455

University of Hawaii, Windward Community College: Educational Development Plan, 1985-90.
Hawaii Univ., Honolulu. Office of the Chancellor for Community Colleges.
PUB DATE- Jul 85
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *College Administration; College Faculty; *College Planning; Community Colleges; Educational Assessment; Educational Needs; Facility Improvement; *Governance; Instructional Improvement; Liberal Arts; *Long Range Planning; *Organizational Objectives; Personnel Needs; *Program Improvement; School Community Relationship; Student Characteristics; Two Year Colleges; Vocational Education

Based on wide input from both faculty and staff members, Windward Community College's (WCC's) five-year educational plan was designed as the guiding document for institutional development from 1985 to 1990. The first sections of the plan examine the history and background of the campus; WCC's planning process; its mission and goals; and the external and internal factors, as well as the assumptions, that provided the context for the planning process. The next section offers an assessment of WCC in terms of its accreditation status and the progress it has made in implementing the goals of the 1979-1985 Education Development Plan concerning instruction, vocational education programs, learning skills program, media production center, student services, academic administration, and community services. Next, a list and timeline are provided, detailing the college's 1985-90 priorities for each of its liberal arts and vocational programs, learning assistance and academic support, and student and community services. The final sections of the plan examine staffing needs and affirmative action goals, projected activity levels and resources needed to support the college, and the physical facilities development plan. Appendixes provide demographic data on WCC students. (AJL)

ED 300 079 JC 880 500

Five-Year Graduate Follow-Up Study: A Survey of the Long-Term Successes of 1981 Graduates.
John Tyler Community Coll., Chester, VA. Office of Institutional Research.
PUB DATE- Feb 87
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; College Transfer Students; Community Colleges; Educational Attainment; Employment Patterns; Followup Studies; Graduate Surveys; Longitudinal Studies; *Outcomes of Education; Participant Satisfaction; Questionnaires; Student Characteristics; Two Year Colleges; *Two Year College Students; Vocational Followup

In fall 1986, a survey was conducted of the 211 students who graduated from John Tyler Community College (JTCC) in 1981 to determine their perceptions of the college as well as their employment and educational experiences since graduation. Study findings, based on a 37% response rate, included the following: (1) the graduates' two primary reasons for attending JTCC were the courses and programs offered and the closeness of the college to their homes; (2) graduates of the math and natural sciences division were most inclined to rate JTCC as "very helpful" in assisting them to achieve their educational goals; (3) 91% of the graduates said they would recommend JTCC to someone interested in completing the same program; (4) 24% of the graduates held other degrees in addition to their award from JTCC, including 15 graduates who had earned bachelor's degrees and 4 graduates who had earned another associate degree; (5) 79% were not enrolled in college at the time of the survey, and 37% had no future plans for additional degrees; (6) 76% were employed full-time, and 11% were working part-time, and almost half indicated that they had been at their current job for one to five years; and (7) 76% reported that their job was directly or somewhat related to their fields of training. The survey instrument is appended. (AYC)

ED 300 107 PS 017 359

Kogan, Sheila
The Relationship between Formal Movement Education in the Elementary School and Increased School Competency.
PUB DATE- 82
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; *Competence; Elementary Education; Literature Reviews; *Movement Education; *Program Development; *Psychomotor Skills; *Young Children

A review of literature suggests that motor competence in the areas of perceptual-motor integration, coordination, and balance affects the academic achievement of young children. Organized physical instruction seems to be beneficial to elementary school children, and the earlier the instruction is begun, the greater the gains. What is uncertain is exactly what should be taught. Programs that focus on only one element, such as strict visual perceptual training, or the Delacato emphasis on creeping, appear to have more critics than do more generalized movement programs. It can be surmised that this is due to the fact that it has not been established that movement in itself affects the central nervous system. Therefore, practitioners are on shaky ground if they prescribe one specific movement to remediate cognitive difficulties. A generalized movement program could incorporate creeping within a context of numerous motor skills, as well as academic and social skills. The potential for helping students would be much greater with such a program. (RH)

ED 300 153 RC 016 709

Emery, Mary
READI. Computer Literacy for Rural Adults.
Idaho Univ., Moscow. Dept. of Agricultural and Extension Education.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Idaho State Univ., Pocatello. Cooperative Extension Service.
PUB DATE- 86
NOTE- 307p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Education; Community Involvement; *Computer Literacy; *Continuing Education; *Course Content; Curriculum Development; Educational Innovation; Instruction; Instructional Materials; Outreach Programs; Peer Teaching; Postsecondary Education; Resource Units; Rural Areas; *Rural Education; *Rural Extension; Teaching Guides
IDENTIFIERS- Idaho; *Learner Centered Instruction; *READI Project
READI, a project administered by the Idaho Cooperative Extension Service, adapted to local conditions by community advisory groups, and taught by peer teachers, offers basic training in computer technology to adult residents of rural areas. The READI resource manual has five sections. The first section provides an overview of the project, including key project components, course design, and a rationale for computer literacy for rural adults. The second section is a resource guide for teachers, covering (1) the nontraditional facilitative approach to adult learners; (2) working with groups; (3) workshop design and techniques; (4) workshop evaluation; (5) classroom management; and (6) role plays. The third and fourth sections contain detailed instructional designs and participant materials for Units I and II. Unit I is an introduction to computers. In eight sessions, it covers general computer concepts and skills, as well as basic computer readiness skills in writing, math, decision-making, and problem-solving. Unit II focuses on computer applications to specific problems in the home, on the farm, and in business. It includes word processing, electronic spreadsheets, and data base managers. The last section of the manual includes a 30-item annotated bibliography for the computer user, a microcomputer glossary, and information on additional resources. 11 references. (SV)

ED 299 881 HE 021 793

Conrad, Clifton F.; And Others
Plan for Assessing Undergraduate Education at the University of Arizona. Task Force on Assessment of the Quality and Outcomes of Undergraduate Education.
Arizona Univ., Tucson.
PUB DATE- 15 May 87
NOTE- 59p.; Paper collected as part of the American Association for Higher Education Assessment Forum.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Alumni; College Role; *Educational Assessment; Educational Quality; Higher Education; Information Needs; Institutional Environment; *Outcomes of Education; Program Effectiveness; Program Evaluation; State Universities; Statewide Planning; Student Development; *Student Evaluation; Undergraduate Study
IDENTIFIERS- *AAHE Assessment Forum; *College Outcomes Assessment; University of Arizona Tucson; Value Added

Prepared by a Provost's Task Force on Assessment of Quality and Outcomes of Undergraduate Education, this report reviews the background of the currently burgeoning "assessment" movement and sets forth principles to guide the University of Arizona's efforts to redefine and reassess the quality and outcomes of its undergraduate programs. It also presents a comprehensive model for assessing undergraduate education and sketches a plan for implementation of this model at Arizona. Part 1 (a framework for assessment) focuses on the following: aims of undergraduate education; a comprehensive approach to assessment (assessment of the institutional environment, student learning and development outcomes, value-added student learning and development, and institutional influences on student learning); a model for assessing undergraduate education; and design principles (multidimensional view of quality, multiple methods of assessment, multiple sources of information, and use of existing data). Part 2 (implementation plan) looks at: transition team; Center for Research on Undergraduate Education; stages of implementation (preliminary assessment and completion of assessment plan, assessment of student outcomes and environmental influences, assessment of the institutional environment, assessment of the value-added student learning and development, and studies on institutional influences on student learning). Appended are: a sample student data record; a time line implementation; and student data record flow. Contains 7 tables and 10 references. (SM)

ED 299 894 HE 021 825

The Virginia Plan for Higher Education 1987.
Virginia State Council of Higher Education, Richmond.
PUB DATE- 87
NOTE- 239p.; Some photographs may not reproduce clearly.
AVAILABLE FROM- State Council of Higher Education for Virginia, James Monroe Building, 101 North Fourteenth Street, Richmond, VA 23219.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Libraries; *Educational Change; Futures (of Society); *Higher Education; *Institutional Characteristics; Master Plans; Objectives; Private Colleges; Public Colleges; State Boards of Education; *Statewide Planning; *Student Evaluation; Technology
IDENTIFIERS- College Outcomes Assessment; *Virginia

The biennial statewide plan for higher education in Virginia outlines the status of the state system and proposes academic and administrative actions to move the system forward through the next two years and beyond. The first section gives a statistical profile of the state system, including private and public college and university enrollment distributions, selected student characteristics, state appropriations, space needs, degrees conferred, and faculty tenure and rank distribution by institution. The second section presents three issue papers on current concerns and interests in Virginia higher education, each making suggestions for policy and administration. These include "Building upon Progress: Goals for Virginia Higher Education 1988-90," "Virginia's Academic Libraries in the Age of Information Technology," and "Report on Student Assessment." A series of institutional narratives follows, one for each public and independent higher education institution in the state, including two-year colleges. The booklet is copiously illustrated with black and white photographs. (MSE)

ED 299 946 IR 013 459

Bates, A. W.
Use of Satellites for Education and Training: A Review.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communications Satellites; *Distance Education; *Educational Television; *Foreign Countries; Multimedia Instruction; *Program Evaluation; Telephone Instruction; Training
IDENTIFIERS- *Europe (West)
The purpose of this interim report is to evaluate the potential and limitations of satellite television for education and training within the European context through an examination of the experiences of countries other than the United Kingdom. Further information is awaited; however, projects are identified for Australia, Canada, China, Western Europe, Indonesia, Peru, the South Pacific, the United States, and the West Indies, as well as a cooperative project involving a number of countries, i.e., Project SHARE. The main communications configurations used by these projects are described, target groups and audiences are identified, the types of courses offered are considered, and management and organization issues are discussed. Preliminary findings from the literature search, project examination, and personnel communications are reported, and reasons for the lack of a European educational satellite service are suggested. (EW)

ED 299 994 IR 052 443

IFLA General Conference, 1987. Division of Bibliographic Control. National Bibliographies Seminar. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 80p.; Papers presented at the International Federation of Library Associations General Conference (53rd, Brighton, England, August 16-21, 1987).
LANGUAGE- English; French; German
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15 Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Bibliographies; *Cataloging; Classification; Develope Nations; Foreign Countries; Library Automation
IDENTIFIERS- France; *National Bibliographies; United Kingdom; Unit States; West Germany

Two of the papers on national bibliography compiled here are printed in the original language as well as English translation: (1) "Le Congres de Paris sur les bibliographies nationales et ses recommendations: dix ans apres, objectifs partiellement atteints" = "The Paris Congress on National Bibliographies and Its Recommendations: Ten Years Later, Objectives Partially Achieved" (Marcelle Beaudiquez); (2) "The Universal Bibliographic Control (UBC) Contribution to the Development of National Bibliographies" (Barbara Jover); (3) "Progress, Problems and Prospects in Current National Bibliographies: Implementations of the ICNB International Congress on National Bibliographies Recommendations" (Barbara L. Bell); (4) "Die Anwendung von Klassifikationssystemen in Nationalbibliographien" = "The Usage of Classification Systems in National Bibliographies" (Barbara Kelm and Walther Traiser); (5) "The Future of the National Bibliography" (P. R. Lewis); and (6) "Development of the Tanzania National Bibliography since the 1977 Congress on National Bibliographies" (Theophilus E. Mlaki). (MES)

ED 300 094 JC 880 515

Review of the San Diego Community College District Educational Master Plan, April 1988.
San Diego Community Coll. District, CA. Research and Planning.
PUB DATE- Apr 88
NOTE- 58p.
AVAILABLE FROM- San Diego Community College District, Office of Research and Planning, 3375 Camino del Rio South, San Diego, CA 92108 (free while supplies last).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Attitudes; *College Planning; Community Colleges; *Master Plans; Multicampus Districts; *Organizational Effectiveness; *Self Evaluation (Groups); Surveys; *Teacher Attitudes; Two Year Colleges

In March 1988, the Board of Trustees of the San Diego Community College District requested a review of the district's educational master plan in light of many internal and external changes that had taken place since 1976. In response to the request, the district surveyed the chancellor, college presidents, other administrators, and faculty concerning the extent to which the goals and objectives of the master plan had been met. Respondents were asked to evaluate the District's achievement of goals to meet the needs of students, including: (1) minimizing barriers to education; (2) creating a climate that fosters learning and good academic performances; (3) providing a full range of counseling, guidance, and placement services; (4) offering a transfer program that prepares students for further academic success; (5) providing an occupational program to upgrade students' existing skills or prepare them for new occupations; (6) increasing students' cultural, political, and economic awareness; and (7) satisfying needs for good health and physical well-being. Goals to meet the needs of the staff and institution were also evaluated, including maintaining a climate of cooperation and mutual dedication; recruiting and retaining competent staff; providing staff with opportunities for professional growth; and ensuring that organizational structures and procedures assure quality service and economical use of resources. Finally, the survey examined the District's achievement of its goal to meet the non-instructional needs of the community through participation in its cultural, intellectual, and recreational life. The district's success in achieving the goals and related specific objectives is assessed in the report. (AYC)

ED 300 125 PS 017 610

Hood, Emily W.
Implementing a Program of Effective Instructional Practices and Interactional Patterns To Decrease Disruptive Behavior in an Elementary School and on the School Bus.
PUB DATE- 88
NOTE- 79p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Classroom Techniques; *Discipline; Discipline Policy; Educational Practices; Elementary Education; Elementary School Students; *Student Improvement; *Teacher Improvement; Training
IDENTIFIERS- *Bus Drivers; *Cafeteria Monitors
A kindergarten teacher employed in an elementary school implemented a practicum designed to decrease the number of students referred to the principal's office for disciplinary action. Additional practicum goals were to improve student behavior in the classroom, cafeteria, and school bus; and teachers' classroom management techniques. Teachers were encouraged to use approaches most compatible with their teaching styles in order to meet the individual needs of students. During each faculty meeting, time was set aside for "Discipline Updates." Tapes were reviewed, techniques were discussed, and practical procedures for managing student behavior were demonstrated. Each teacher was provided with a periodically updated discipline notebook which contained a variety of practical procedures for managing discipline problems. Cafeteria monitors and school bus drivers were asked to use selected strategies to manage disruptive students. As a result of the intervention, disruptive incidents decreased, and fewer students were referred for disciplinary action. Informal teachers' responses indicated an increase in their use of classroom management techniques. Teachers suggested that the program be continued and expanded to include additional behavior management Strategies. Thirty-five references are listed and related materials are appended. (RH)

ED 300 140 PS 017 638

Rieben, Laurence; And Others
Cognitive Development and Individual Differences: On the Necessity
a Minimally Structuralist Approach of Development for Educational
Sciences.
PUB DATE- 87
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Development; *Cognitive Structures;
*Developmental Stages; Educational Research; *Individual
Development; *Individual Differences; Models; Piagetian Theory;
*Research Methodology
The application of Piagetian theory to educational practices encounters a series of major difficulties. The main focus of this paper is on the notion of general stages, which has been under attack in numerous studies. Organized in four parts, the paper: (1) discusses the problem of the existence of general stages and of a developmental unidimensionality; (2) argues that, in order to account for the variance of behaviors, general sources of influence should be dissociated or disentangled from specific sources, and concludes that developmental and differential approaches are necessary; (3) hypothesizes links between this approach and other theoretical models that deal with cognitive development or individual differences; and (4) discusses educational implications of the various models. A research program that led to the hypothesis of different forms of development is described in the second section. Cited are 62 references. (RH)

Urban Institute. (SV)

ED 300 166 RC 016 775

Shannon, Pam
Legislation on Child Abuse Reports on American Indian Children. Assembly Bill 315, Relating to Child Abuse and Neglect Reports Pertaining to Indian Children. Wisconsin Legislative Council Report No. 9 to the 1987 Legislature.
Wisconsin State Legislative Council, Madison.
REPORT NO.- RL-87-9
PUB DATE- 22 May 87
NOTE- 17p.; For a related document, see RC 016 776.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Advisory Committees; *Agency Role; *American Indians; Child Abuse; Child Neglect; *Confidentiality; Confidential Records; Professional Training; Public Agencies; Social Agencies; *State Legislation; *Tribal Sovereignty
IDENTIFIERS- *Child Abuse and Neglect Reporting; *Wisconsin
This paper describes meetings of the American Indian Study Committee of the Wisconsin Legislative Council and background related to 1987 Assembly Bill 315 on Indian child abuse and neglect reports. At several 1985 and 1986 meetings, the committee (1) discussed problems resulting from requirements that "mandatory reporters" of child abuse also must contact a tribal government; (2) considered the development of cooperative agreements between county agencies and tribal governing bodies concerning abuse and neglect investigations; and (3) examined related aspects of confidentiality. As a result of these meetings, Assembly Bill 315 revises previous statutes as follows: (1) eliminates previous requirements that mandatory reporters and police receiving a child abuse report must contact a tribal government; (2) requires the county social services department receiving an abuse report to notify a specified tribal agent of the report's existence and the child's name and address; (3) requires confidentiality of child abuse and neglect reports and records, except for disclosure to a tribal social services department, court, or attorney; (4) makes continuing education and training programs offered by the state Department of Health and Social Services (DHSS) and county departments available to tribal social service departments; and (5) requires DHSS to provide annually a current list of tribal agents to county social services departments. The report includes committee and council votes and a list of all materials received by the committee pertaining to this subject. (SV)

ED 300 179 RC 016 795

1987 Population Trends for Washington State.
Washington State Office of Financial Management, Olympia.
PUB DATE- 87
NOTE- 69p.; For the 1984 report, see ED 252 337.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Birth Rate; *Census Figures; Community Size; *Demography; Divorce; *Geographic Distribution; Housing; Marriage; Migration; *Migration Patterns; Population Growth; *Population Trends; *Statistical Analysis
IDENTIFIERS- *Washington

This statistical profile provides current demographic data for Washington State and is also broken down by counties, incorporated cities, and towns. Fifteen tables show population figures; components of population change; housing units by structure type; annexations, incorporations and municipal boundary changes; growth of households; estimates of the population over age 65; institutional residents; armed forces personnel; fertility rates; marriages and divorces; county population estimates and forecasts. The report also includes an analysis of population and housing trends since 1980. Since that time, the state population has increased by about 349,000, from 4,132,353 in 1980 to 4,481,100 in 1987. Most of the increase was seen in the state's largest counties. The state's rate of growth is somewhat slower than that measured during the 1970s. About 27% of the population increase, or about 94,000 people, can be attributed to net migration. Within the past seven years, municipalities have annexed more than 104 square miles, a 10% increase in the corporate-limit area. Since 1980, the number of Washington households has grown at an average annual rate of 1.8%, while the population has grown at a rate of 1.2%. This growth of households in the context of a much slower population growth is partly explained by the longtime trend of decreasing household size. The number of members per household in 1960 was 3.09. By 1980, it had dropped to 2.61 and in 1987 the estimate is 2.50. The report links migration to the state economy. The increase in nonmanufacturing jobs, relative to manufacturing, is expected to produce slower but more stable employment growth. (TES)

ED 299 962 IR 013 477

Thompson, Timothy F.; Clancey, William J.
Applying a Qualitative Modeling Shell to Process Diagnosis: The Caster System. ONR Technical Report #16.
Stanford Univ., Calif. Dept. of Computer Science.
SPONS. AGENCY- Josiah Macy, Jr. Foundation, New York, N.Y.; Office Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- STAN-CS-87-1169
PUB DATE- Mar 86
NOTE- 50p.; For related reports, see IR 013 478-481.
CONTRACT- N00014-85K-0305
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Artificial Intelligence; *Classification; Clinical Diagnosis; *Computer System Design; *Expert Systems; *Heuristics Hypothesis Testing; *Identification; Manufacturing; Models; *Programing
IDENTIFIERS- Knowledge Bases; *Rules Based Theory; Troubleshooting
This report describes the application of a shell expert system f the medical diagnostic system, Neomycin, to Caster, a diagnostic system for malfunctions in industrial sandcasting. This system was developed to test the hypothesis that starting with a well-developed classification procedure and a relational language for stating the classification model eases the development of a program that diagnoses by selection. The Heracles qualitative s; modeling environment for the Neomycin medical diagnosis system was used as the basis for Caster, and provided a well-defined diagnostic procedure that structured inferences according to a pattern called heuristic classification, and provided a relational language to state knowledge of taxonomies of malfunctions and abnormal state transitions. The inference procedure of heuristic classification supplied with Heracles reduced knowledge acquisitio to constructing classification and state-transition qualitative models. It was concluded that, since the inference problem is general, the power of the knowledge lies in the store of previousl encountered problem situations and solutions and of heuristic connections between them. Eight figures are provided. (12 references) (EW)

ED 299 979 IR 052 427

Ng'Ang'A, James Mwangi
Information and Users: How To Bring Them Together--The Intermediary Role of the Professional.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 20p.; Paper presented at the International Federation of Library Associations (IFLA) Pre-Session Seminar on International Colloquium on Education and Training of Library, Information and Archival Personnel (London, England, August 10-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Archives; Competence; *Curriculum Design; Decision Making; Developing Nations; Documentation; Higher Education; *Information Retrieval; *Information Scientists; Information Services; *Library Education; Problem Solving; Technological Advancement; *Users (Information)
IDENTIFIERS- *Information Management; *Intermediaries

This discussion of the role of the information professional in the utilization of information by all categories of users begins by suggesting answers to two questions: What is information? and Who are the users and their characteristics? Against this background, analyses are made of the intermediary role of the information professional who serves to link the user and the contents of documents--both those that are under his control and those that are not--and how he should be trained in order to obtain the basic knowledge and skills needed to perform his duties effectively. An outline of a curriculum designed to produce an information professional who will play a leading role in creating this link between the user and his information needs is also provided. (9 references) (CGD)

ED 300 038 IR 052 535

Gratch, Bonnie
How To Use ERIC on CD-ROM. Revised .
Bowling Green State Univ., Ohio. Libraries.
PUB DATE- Apr 88
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Libraries; Higher Education; *Menu Driven Software; Microcomputers; *Online Searching; Online Systems; *Optical Data Disks; *Reference Services; *Search Strategies; Users (Information)
IDENTIFIERS- Dialog OnDisc; *ERIC
This guide provides step-by-step instructions for the end user for searching the ERIC database on CD-ROM using the Dialog OnDisc software. Topics include: (1) preparing for the search by analyzing the information need; (2) beginning the search and selecting a search option; (3) modifying the search; (4) displaying the records; (5) printing all records; (6) printing selected records; and (7) obtaining the text. (MES)

ED 300 066 JC 880 482

McClure, Larry; And Others
Getting To Know You: The Secondary-Postsecondary Connection. A Guidebook for High School, Community College and Vocational-Technical Institute Staff in the State of Washington.
Centralia Coll., WA.; Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Washington State Board for Vocational Education, Olympia.
PUB DATE- Jul 88

NOTE- 111p.
AVAILABLE FROM- Washington State Board for Vocational Education, Building 17, Airdustrial Park, LS-10, Olympia, WA 98504-6110 (free while supplies last).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; Community Colleges; *Cooperative Programs; High Schools; Program Descriptions; Program Development; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Washington

Designed as a report of current articulation programs between high schools and two-year colleges in Washington State and as a stimulus for increased articulation, this guidebook outlines the principles underpinning successful programs, suggests steps to be taken, and responds to commonly asked questions. Introductory comments explain the purpose of the guide, provide a brief historical overview of high school-college cooperation, and establish the benefits of articulation. Next, 10 guiding principles are stated, focusing on the importance of leadership, early faculty and counselor involvement, respect and trust, mutual benefits, written agreements, open and frequent communication, modest initial goals, clearly defined roles, competency-based curricula, and a common focus on goals rather than on turf. Next, ten action steps for successful articulation are presented, including: (1) take the initiative; (2) schedule a planning meeting; (3) secure validation by chief executive officers; (4) develop coordinating mechanisms; (5) provide orientation for staff members of participating organizations; (6) arrange interagency work sessions; (7) complete draft agreements; (8) publicize the articulation agreements; (9) implement the process; and (10) review the process annually. The final section identifies questions that are likely to arise with respect to the sharing of instructors and facilities, the role of technology, financial implications, equivalent credits, connections with other higher education institutions, and overcoming resistance. Descriptive essays on several existing programs, sample forms and agreements, and a glossary are included in the guidebook. (AYC)

ED 299 797 FL 017 543

Price, Susan Leitch
Asking for Information: Opening and Closing Sequences in Real Life and Textbook Dialogues.
PUB DATE- Mar 88
NOTE- 10p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Comparative Analysis; *Dialogs (Language); Discourse Analysis; *English (Second Language); *Inquiry; Interaction; Interpersonal Communication; Oral English; Second Language Instruction; Standard Spoken Usage; *Textbook Content
IDENTIFIERS- Politeness; Telephone Courtesy
A study investigates how asking-for-information interactions are managed in actual talk and how they are represented in textbooks for learners of English as a second language (ESL). Data are confined to opening and closing sequences in interactions, and are derived from 60 real-life and 60 textbook dialogue interactions. The real-life interactions took place at a university information desk and in calls to the Port Authority of New York for transportation information. Textbook interactions were intended for adult learners. Three features of the opening and closing sequences were examined: (1) average utterance length in turns and the percentage of the overall dialogue that is opening- or closing-related; (2) the number and percentage of politeness markers; and (3) one-part and two-part interactions for greetings and leavetakings. Analysis suggests that significant differences exist between real-life and textbook dialogue characteristics. In addition, important differences between telephone and face-to-face interactions in information requests were found, and, therefore, the reliability of telephone data for drawing conclusions about conversation in general is called into question. (MSE)

ED 299 812 FL 017 611

Scorza, Margaret H.; And Others
Project BEAMS, 1986-1987. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
SPONS. AGENCY- Department of Education, Washington, D.C.

PUB DATE- Jun 88
NOTE- 97p.
GRANT- G00-863-5258
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academically Gifted; *Advanced Placement; *Bilingual Education Programs; Chinese; *College Preparation; Computer Literacy; *English (Second Language); Federal Programs; Korean; Language Proficiency; *Limited English Speaking; Mathematics Instruction; Native Language Instruction; Program Evaluation; Science Instruction; Scientific Methodology; Secondary Education; Social Studies; Spanish; Spanish Speaking
IDENTIFIERS- Haitian; *New York (Brooklyn)

Under Title VII funding, Project BEAMS (Bilingual Education for Achievement in Mathematics and Science) provided educational and support activities to 214 gifted students of limited English proficiency (LEP) in three Brooklyn high schools. The program gave students of Spanish, Haitian, Chinese, Korean, Middle Eastern, and various European backgrounds in grades 9-12 the opportunity to enroll in college courses while simultaneously developing English language proficiency. Students received instruction in English as a second language (ESL), native language arts (where available), mathematics, science, and social studies taught in a bilingual or ESL format. Students also enrolled in mainstream courses. To prepare for enrollment in Brooklyn College during their senior year, students participated in computer literacy and advanced placement courses, special classes in scientific research and problem solving, and an extracurricular program of field trips and guest speaker presentations. Extensive support services were also provided. Program objectives were met or surpassed in ESL, in native language arts courses, in math scores, in content-area course passing rates, in college course passing rates, and in attendance. The dropout rate objective was not met. Recommendations for program improvement are included. (MSE)

ED 299 842 HE 021 220

Fincher, Cameron
Assessing Educational Outcomes: Are We Doing Good, Can We Do Better?
IHE Newsletter.
Georgia Univ., Athens. Inst. of Higher Education.
PUB DATE- Feb 88
NOTE- 8p.; Paper originally presented at the Annual Conference of th
Mid-American Association for Institutional Researchers (Kansas
City, MO, 1986).
AVAILABLE FROM- IHE Newsletter, Institute of Higher Education,
University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Opinions/Personal
Viewpoints/Position Papers/Essays (120) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; *Academic Achievement; Basic Skills;
*Educational Assessment; Educational Objectives; Higher Education;
Measurement Techniques; Minimum Competency Testing; National
Competency Tests; Needs Assessment; *Outcomes of Education; Public
Policy; Student Characteristics
IDENTIFIERS- *College Outcomes Assessment; College Sophomores;
*Competency Based Assessment
The United States is not doing as well as it could in assessing educational outcomes in the 1980s. The assessment movement of the 1980s indicates that its institutional memory is poor, and when coping with outside pressures, it is slow to recall how it coped the last time it was under pressure. It is important to remember such events and pressures as the minimal competency testing movement of the 1970s; the debates over the relative merits of criterion-referenced testing and norms-referenced testing; and the recurring love/hate affair that public education has with measurement, assessment, and evaluation. One reason the U.S. is not doing well in the assessment of educational outcomes is the confusion about educational purposes since the objectives and expected outcomes of higher education have not been defined.. Also, there is not an adequate theory of educational achievement in the 1980s. There is a need for a common language for education from kindergarten through "grade 16." The U.S. can learn from the experiences of the University System of Georgia (USGA) in creating systemwide entrance requirements, developmental studies programs, reading and writing tests for sophomores, and varying forms of senior exit exams. This system suggests that in any efforts to assess educational outcomes, there should be at least three stages of assessment. USGA has entry, rising junior, and senior exit assessment. Systematic, objective, valid, reliable, and fair measures of educational outcomes are rare. For the time being, college administrators should measure what they can, assess what they must, and evaluate with great care. Contains 15 references. (SM

ED 299 868 HE 021 751

Bland, Carole J.; And Others
The Future of Educational Research in the Professions.
PUB DATE- Sep 86
NOTE- 8p.
AVAILABLE FROM- PERN Editor, Department of Medical Education, Southern Illinois University School of Medicine, P. O. Box 3926, Springfield, IL 62708 ($8.00 per year).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Educational Researchers; Higher Education; *Job Satisfaction; Professional Autonomy; Professional Development; *Professional Education; *Research Needs; Research Problems; Success

This issue of the "Professions Education Research Notes" is devot to the theme of "The Future of Educational Research in the Professions." Four articles have been extracted from the issue to form this document: "The Future of Educational Research in the Professions," by Carole J. Bland, introduces the other articles an describes, as context for the articles, concerns about the level o contribution to larger educational questions of researchers in the professions. "Educational Research Environments in the Professions," by Wayne K. David and Robert F. Dedrick, describes a survey of researchers in the professions that examined characteristics of the research environments of respondents and th impact these conditions have on research performance and work satisfaction. The study found certain factors to be associated wit success (e.g., percent of time conducting research, number of role performed, and number of professional contacts) that can be manipulated to enhance performance and satisfaction. "The Future Focus of Research in Professional Education: Should We Establish a Agenda?" by Frank T. Stritter, describes a survey conducted on the need for a research agenda and the critical issues to be studied. Disagreement was found on the need for an articulated agenda, but some agreement was found on critical issues for the field. "A Commuter's Guide to Educational Research in the Professions," by Lee Shulman, discusses some enduring questions for education in th professions and the need for a reorientation, or resocialization, for the field. (KM)

ED 299 908 HE 021 885

Blackwell, James E.

Advocacy and Strategic Intervention. The Higher Education Program of the Southern Education Foundation. A Twelve-Year Report.

Southern Education Foundation, Atlanta, Ga.
PUB DATE- Apr 87
NOTE- 39p.; Photographs may not reproduce clearly.
AVAILABLE FROM- Southern Education Foundation, 340 W. Peachtree Street, NW, Suite 250, Atlanta, GA 30308.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Role; Black Colleges; *Court Litigation; Desegregation Methods; Equal Education; Federal Courts; *Higher Education; Outreach Programs; Program Descriptions; *Program Development; Public Colleges; *Racial Integration; *Regional Planning; Research Projects
IDENTIFIERS- *Southern Education Foundation; Supreme Court; United States (South)

The Southern Education Foundation's Higher Education Program (HEP), its history, activities, and directions are described. The program was established within the foundation in 1974 to address the critical issues raised by the Adams vs. Richardson case, which mandated the dismantling of dual (racially discriminatory) systems of public higher education. From 1974 to 1982, the foundation concentrated on small grants and conferences, but in 1982, the Ford Foundation provided funding to expand the HEP. It consisted of four distinct but interrelated areas: monitoring and coalition building, outreach and networking, technical assistance, and a research task force. Each had the primary purpose of advancing efforts to construct a unitary system of higher education guaranteeing racial equity or parity and simultaneously enhancing and preserving the integrity and viability of historically black institutions. The formal program in higher education ended in 1986, but elements of work in this area continue in the Southern Education Foundation's Education and Public Policy Program. Appended materials include profiles of individuals influential in the HEP, authors of HEP-sponsored studies, a list of HEP grants, a chronology of major activities, a list of foundation publications, and a reference list. (MSE)

ED 299 934 HE 021 960

Kuh, George D.; Whitt, Elizabeth J.
The Invisible Tapestry. Culture in American Colleges and Universities. ASHE-ERIC Higher Education, Report No. 1, 1988.
Association for the Study of Higher Education.; Canadian Association of Univ. Teachers, Ottawa (Ontario).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-913317-45-4
PUB DATE- 88
NOTE- 160p.
CONTRACT- ED-RI-88-062014
AVAILABLE FROM- Association for the Study of Higher Education, Dept. E, One Depont Circle, Suite 630, Washington, DC 20036-1183 ($12.00 members, $15.00 nonmembers).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *College Environment; College Faculty; College Students; *Cultural Influences; Cultural Traits; *Higher Education; *Institutional Characteristics; *Organizational Climate; Perspective Taking; Subcultures

The properties of institutional culture are identified, and the way cultural perspectives have been used to describe life in colleges and universities are examined. Seven sections cover the following: cultural perspectives (the warrant for the report, organizational rationality, the remaining sections); culture defined and described (toward a definition of culture, properties of culture, levels of culture); intellectual foundations of culture (anthropology, sociology); a framework for analyzing culture in higher education (the external environment, the institution, subcultures, individual actors); threads of institutional culture (historical roots and external influences, academic program, the personnel core, social environment, artifacts, distinctive themes, individual actors); institutional subcultures (faculty subculture, student culture, administrative subcultures); and implications of cultural perspectives (a summary of cultural properties, implications for practice, inquiry into culture in higher education). Techniques of inquiry appropriate for studying culture include observing participants, interviewing key informants, conducting autobiographical interviews, and analyzing documents. By viewing higher education institutions as cultural enterprises, it may be possible to learn how the college experience contributes to divisions of class, race, gender, and age within the institution as well as throughout society, how a college or university relates to its prospective, current, or former students, and how to deal more effectively with conflicts between competing interest groups. Contains over 340 references. (SM)

ED 300 023 IR 052 520

Rueby, Cheryl
Serials Selection and Management. CE 62.
Medical Library Association, Chicago, Ill.
PUB DATE- 80
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; Course Descriptions; Course Objectives; Evaluation Criteria; *Library Acquisition; *Library Collection Development; Library Cooperation; Library Education; *Library Material Selection; Professional Continuing Education; *Serials

This syllabus outlines the objectives and content for a professional continuing education course on serials selection and management. The following topics are covered: (1) types of serials publications, issuing agencies, and identification aids; (2) selection and evaluation, including a collection development policy, selection aids, criteria for selection, and evaluation; (3) acquisitions, including centralization of ordering, standing orders, and publishers versus subscription agents; (4) the ordering process, including bibliographic information and purchase orders; (5) serials record systems; (6) binding, including selection and evaluation of a binder; (7) miscellaneous concerns, including gifts, exchanges, duplicates, backfiles, and weeding; (8) cooperative acquisitions programs; (9) non-print serials; (10) budget and statistics; and (11) automated check-in systems. (51 references) (MES)

ED 300 052 JC 880 456

Manderbach, Kim; Gentry, Mary
Women's Employment Network: A JTPA/Community College Success Story.

PUB DATE- Apr 88
NOTE- 7p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (68th, Las Vegas, NV, April 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Community Services; Cooperative Programs; *Employment Programs; Job Placement; Job Search Methods; *Job Training; Low Income Groups; School Business Relationship; *School Community Relationship; Two Year Colleges; *Womens Education
IDENTIFIERS- *Contract Training; *Job Training Partnership Act 1982
The Women's Employment Network (WEN) is a college-based program funded by the Job Training Partnership Act (JTPA) that provides job search and placement assistance to an average of 130 low-income women each year. Program components include an intensive job-search class, which assists participants in assessing their work skills, values, and interests; evaluating the local labor market; and using innovative job search techniques. In addition, the program uses an array of cognitive behavioral techniques, including automatic thought stopping, reinstatement of past reinforcers, increased socialization, graded task fulfillment, cognitive rehearsal, reinforcement of positive affect and behavior, and time management. WEN operates through a performance-based contract between the Seattle King County Private Industry Council (PIC) and South Seattle Community College (SSCC). The college underwrites the program's staffing and supply costs until it has billable earnings based on student enrollment, completion of training, job placement, and job retention. Though JPTA funding fluctuates in response to external forces, the college has benefited from and received regional recognition for the WEN program. The experiences of SSCC suggest that the success of a JTPA/community college partnership rests on the responsiveness of program staff in meeting the changing needs of both the community college and the local PIC. (AJL

ED 300 080 JC 880 501

1986 Graduate Follow-Up Survey.
John Tyler Community Coll., Chester, VA. Office of Institutional Research.
PUB DATE- Apr 87
NOTE- 108p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; College Transfer Students; Community Colleges; Educational Attainment; Employment Patterns; Followup Studies; Graduate Surveys; Longitudinal Studies; *Outcomes of Education; Participant Satisfaction; Student Characteristics; Two Year Colleges; *Two Year College Students; Vocational Followup

In November and December of 1986, a survey was conducted to determine the educational and employment status of the 1986 graduating class of John Tyler Community College (JTCC) and their opinions of the college and its services. Questionnaires were mailed to the 250 graduates of one of JTCC's transfer, occupational/technical, certificate, or career studies programs. Study findings, based on a 53% response rate, included the following: (1) 53% of the respondents were female, 81% were white, 59% were married, and 40% were between 25 and 34 years of age; (2) admissions and records, the bookstore, parking, the library, and the business office received the highest ratings of any student services, while the student lounge/food service and counseling services received the most negative ratings; (3) 89% of the graduates were satisfied with the academic program and services of the college; (4) 88% rated the quality of instruction in their major as "superior" or "good"; (5) 77% of the graduates were employed on a full-time basis, and an additional 10% were working part time; (6) 25% were currently enrolled in school, with half pursuing a different field of study; and (6) the majority indicated that they had had problems in transferring. (AYC)

ED 300 108 PS 017 516

Smith, Susan B.; And Others
How Transitive Inference Strategies Develop from a Concept of Order: A Simulation.
PUB DATE- Aug 88
NOTE- 21p.; Paper presented at the International Congress of Psychology (24th, Sydney, Australia, August 28-September 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Ability; *Cognitive Processes; Experiential Learning; Individual Development; Memory; *Models; *Performance Factors; *Young Children
IDENTIFIERS- Developmental Patterns; Retrieval (Memory); *Strategic Behavior; *Transitive Inferences
In response to empirical evidence that suggests that children use more than one strategy in transitive inference tasks, an effort was made to model strategy development as it occurs under the dual constraints of a concept of order and task demands. In the model, when a task is presented, procedural memory is searched for a strategy that is appropriate to task demands. Each strategy is associated with a confidence rating. If the rating is below threshold, reference is made to the concept of order, which is represented as an example of an ordered set retrieved from memory. Structure-mapping is used to compare the output of the strategy with the concept of order. If the output is not consistent with the concept, the strategy is modified. Structure-mapping imposes a processing load, so that a model with limited processing capacity will be restricted in the strategies it can develop. The model demonstrates that the concept of a task need not be based on universal logical principles, but can be based on specific examples from past experience. The model also shows that structure-mapping, which has been used to model analogies and transfer of learning, can be applied to strategy selection, and can account for processing of capacity limitations. (Author/RH)

ED 300 154 RC 016 714

Olmos, Arlette
Interculturalism and Education Seminar (Madrid, Spain, May 12-13, 1987). The CDCC's Project No. 7: "The Education and Cultural Development of Migrants."
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DESC/EGT-87-26
PUB DATE- 4 Sep 87
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Proceedings (021)
DESCRIPTORS- Cross Cultural Training; Cultural Background; Cultural Education; Cultural Interrelationships; Cultural Pluralism; Foreign Countries; *Intercultural Programs; *Migrant Children; *Migrant Education; Migrant Problems; *Multicultural Education; Second Language Instruction
IDENTIFIERS- Council for Cultural Cooperation (France); Europe
Because European culture is multicultural and multilingual, intercultural education is necessary for migrants and many others. Interculturalism rejects assimilation of minority cultures by dominant national cultures and promotes the need for harmonious integration of peoples with diverse languages and cultures. The report recommends pupil-centered approaches for effective education of migrant children. This strategy should develop a critical consciousness, teach the material conditions of life in society, and assert the individual's identity in this context. Educational and cultural development of migrants should ensure academic success, sound basic training, professional specialization and qualification, and sociocultural and professional advancement. However, research shows a high incidence of academic failure at present among migrant populations, compared with indigenous populations in similar circumstances. Rather than offering a means of advancement, schools tend to reproduce the workforce. Teaching the host country's language, therefore, is a top priority, to be accompanied by study of the pupils' ethnic and cultural characteristics which condition their integration into the educational system. Teaching the language and culture of origin is not necessarily a positive measure; the report examines problems with this approach. The report describes three intercultural experiments that point to strategies involving the larger society and the school in educational projects for migrant youths. The seminar agenda and a list of participants are appended. (DHP)

ED 299 855 HE 021 731

Ellis, Susanne D.
Survey of Physics and Astronomy Bachelor's Degree Recipients, 1986-87. AIP Report.
American Inst. of Physics, New York, NY. Education and Employment Statistics Div.
REPORT NO.- AIP-R-211.19
PUB DATE- Apr 88
NOTE- 10p.; For the 1985-86 report, see HE 021 732.
AVAILABLE FROM- American Institute of Physics, 335 East 45th Street New York, NY 10017-3483.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Armed Forces; *Astronomy; *Bachelors Degrees; College Graduates; College Preparation; Economic Change; Employers; *Employment Patterns; Enrollment Trends; Entry Workers; Financial Support; Higher Education; *Labor Market; National Surveys; *Physics; Salaries; Student Characteristics
Results of the American Institute of Physics' 1986-87 annual surv of bachelor's degree recipients in physics and astronomy are reported. Data are presented in tables, with accompanying narrative analysis. The information on physics students includes: trends in postbaccalaureate plans of successive graduating classes of physicists from 1977-78 through 1986-87; characteristics of new physics degree recipients (sex, citizenship, age, minority group membership, transfer from a junior college, double major, type of undergraduate institution), presented by intended postbaccalaureate activity (physics or other graduate study, employment, or undecided); comparative high school physics preparation for men and women; postbaccalaureate plans by minority group; foreign and American minority group student characteristics (sex, age, region and type of bachelor's institution); sources of anticipated support for first-year graduate study; change in numbers of job offers at graduation for the summers of 1975, 1980, and 1983-87; initial employment; starting salaries, by sex; and work activity and type of employer for new graduates. Similar but less extensive information is included for astronomy graduates. (MSE)

ED 299 895 HE 021 826

Cross, K. Patricia
In Search of Zippers.
American Association for Higher Education, Washington, D.C.
PUB DATE- Jun 88
NOTE- 6p.
AVAILABLE FROM- American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- Change Strategies; *Classroom Research; *College Curriculum; College Faculty; *College Instruction; Course Content; Curriculum Development; Higher Education; Instructional Effectiveness; *Instructional Improvement; *Research Utilization; Rewards; *Student Evaluation; Teaching (Occupation); Testing
Eight basic gaps in the college teaching and learning process are described, and teachers are encouraged to use classroom research as a "zipper" to help close them. The gaps include those between: (1) teaching and learning, to be remedied by clear definition of teaching goals and continuous feedback on learning outcomes; (2) teaching and testing, to be narrowed with a device that teaches and tests simultaneously; (3) the process of teaching and its content, which can be improved through better understanding of instructional methods appropriate to different subject matters; (4) curriculum and instruction, to be narrowed by classroom investigations, particularly collaborative, to assess whether aggregated teaching goals add up to a curriculum and how much of it students are gaining; (5) assessment and the improvement of learning, for which teachers can gather relevant information about what is happening in their own classrooms; (6) educational research and practice, which teachers can narrow by the credibility of their own research efforts; (7) research and teaching by the same individual, for which classroom research is a logical remedy; and (8) intrinsic and extrinsic rewards in the academic profession, which classroom research can change by giving visibility, and mobility, to those who show talent for teaching. (MSE)

ED 299 921 HE 021 915

Heffernan, James M.; And Others
Standardized Tests and the Purposes of Assessment.
American Association for Higher Education, Washington, D.C.
PUB DATE- 88
NOTE- 27p.; Paper collected as part of the American Association for Higher Education Assessment Forum.
AVAILABLE FROM- AAHE Assessment Forum, American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Educational Assessment; Higher Education; *Outcomes of Education; *Standardized Tests; *Student Evaluation
IDENTIFIERS- *AAHE Assessment Forum; *College Outcomes Assessment

In December of 1987, the American Association for Higher Educatio Assessment Forum convened a group of 25 assessment experts to examine the role of standardized tests in assessment. Some of the issues addressed are as follows: what makes standardized testing a particular concern in assessment; what the issues are; how campus assessment leaders think through what is at at stake in the choice they face; and what can be learned about the uses of standardized tests from assessment practitioners. Five parts focus on the following: (1) assumptions about assessment and testing (assessment is not synonymous with standardized testing; much of test bashing is in the air; and college-level assessment is at an early stage of development); (2) the characteristics of standardized tests (they are standardized; commercially available ones are generally designed to elicit comparative information; they provide a contemporaneous expert view of what students should learn; and they have a ready-to-go quality); (3) special issues and concerns (not much is available; these tests are narrow in what they measure; their breadth is a potential problem; they are difficult to connect to specific fixable features of teaching and curriculum; they raise issues of ownership; they raise issues of student involvement; they tend to take on a priviledged but unwarranted status, and they serve the purposes for which they are designed); (4) strategies for effective use (defining purpose; character of information provided; technical properties of the instrument; faculty expectations; student experience; logistics; who will see the information; and where to go for further information); and (5) future developments.

(SM)

ED 299 947 IR 013 460

Weidenmann, Bernd
Learning with Pictures: A Taxonomy of Picture Functions Based on Mental Model Theory.
PUB DATE- Sep 87
NOTE- 5p.; Paper presented at the Conference of the European Association for Research in Learning and Instruction (Tubingen, West Germany, September 19-22, 1987.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; *Cognitive Processes; Foreign Countrie *Learning Processes; Learning Theories; *Models; *Pictorial Stimuli; Psychological Studies; *Visual Learning
IDENTIFIERS- *Mental Models
This report uses mental model theory to create a taxonomy of picture functions in order to relate these functions to learning theories. A rough outline of picture functions is presented, consisting of a retrieval function, a focus function, a construction function, and a supplantation function. It is suggested that this taxonomy could be helpful in elaborating a "grammar of pictures" since pictures may have to be designed differently according to their intended function. It is recommended that prescriptive hypotheses based on this taxonomy be created and tested empirically. (8 references) (EW)

ED 299 995 IR 052 444

IFLA General Conference, 1987. Division of Collections and Services. Interlending and Document Delivery Section. Serial Publications Section. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 14p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (53rd, Brighton, England, August 16-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developed Nations; *Electronic Publishing; Foreign Countries; *Interlibrary Loans; *Library Automation; Library Collections; Library Services; National Libraries; *Serials; *User Needs (Information)
IDENTIFIERS- *Book Preservation; Canada; United Kingdom; United States

The five papers compiled here cover topics related to electronic publishing, library collections and services, interlibrary loan, and serials. In "The Impact of Electronic Publishing on Library Collection and Services: An American View," Joseph W. Price considers possible consequences on library collections and services in the United States of developments in electronic publishing. In "The Impact of Electronic Publishing on Library Collection and Services: A British View," Brian J. Perry discusses the same topic from the British perspective. In "Interlending and Conservation: Friends or Foes?", Maurice B. Line argues that local library use can damage books as much or more than interlibrary loan and suggests methods of conservation. In "The Use of Electronic Mail and Interlibrary Loan Automation in Canada," Carrol D. Lunau highlights the experiences of the National Library of Canada, focusing on automation developments and their impact on interlibrary loan operation. In "Bibliographic Access to Serials: A Study for the British Library," Philip Bryant describes a study of British Library users' requirements and understanding of the catalogs when searching for serials. (MES)

IFLA General Conference, 1987. Division of Special Libraries. Art Libraries Section. Round Table on Audiovisual Media. Administrative Libraries Section. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 79p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (53rd, Brighton, England, August 16-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art; *Audiovisual Aids; Databases; Developed Nations; Developing Nations; Film Production; Foreign Countries; Information Sources; Interactive Video; Library Associations; *Library Services; *Library Statistics; *National Libraries; Online Systems; Public Administration; *Special Libraries; Technological Advancement; Videodisks; Videotape Cassettes
IDENTIFIERS- British Broadcasting Corporation; British Library (England); Museum of Modern Art NY; Smithsonian Institution

Seven of the 13 papers in this collection discuss art libraries; the remaining six papers are concerned with administrative and special libraries. The papers from the Section of Art Libraries appear first in this list: (1) "SCOAD (Standing Committee on Art Documentation): Its Inception and Aims" (Julian Gardner, United Kingdom); (2) "The Pictorial Section of the National Library of Australia: Its Holdings and Services" (Barbara Perry, Australia); (3) "Picture Libraries: A Survey of the Present Situation and a Look into the Future" (Anthony J. Coulson, United Kingdom); (4) "The User-Directed Library" (Hilary Evans, United Kingdom); (5) "National Art Libraries: Monoliths or Artels?" (Clive Phillpot, United States); (6) "Art in Four Dimensions--The Creative Process as Resource" (Anthony Roland); (7) "The Art Libraries and Research Resources of the Smithsonian Institution" (Katharine Martinez, United States); (8) "How To Organize the Information Sources in a Civil Service Department" (Tuula Haavisto, Finland); (9) "LIST STAT: A Bibliographical Database Containing Information on Statistical Publications from the Whole World" (Heli Myllys, Finland, and Karen Tina Larsen, Denmark); (10) "The Library and Documentation Service of the Hungarian Central Statistical Office: Some Methods and Experiences in Statistical Activity" (Csahok Istvan, Hungary); (11) "The BBC Domesday Project: Interactive Video in the Service of Libraries" (David Lee, United Kingdom); (12) "Libraries, Documentation and Information Service Offices in Public Administration with Special Reference to the Netherlands: Present and Future Outlook" (Adriaan Staats, Netherlands); and (13) "Appollo: Document Delivery by Satellite" (David Bradbury, United Kingdom). (CGD)

ED 300 039 IR 052 536

Library Development and You. Your Guide to the Programs and Service of the Division of Library Development of the New York State Library.
New York State Library, Albany. Div. of Library Development.
PUB DATE- 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Library Services; *State Libraries; *State Programs
IDENTIFIERS- *Library Development; *New York State Library
This guide describes the major purposes and activities of the Division of Library Development of the New York State Library. Brief descriptions of the following programs and projects are provided: (1) adult literacy services; (2) central library aid; (3) certification of public librarians; (4) chartering and registration of libraries; (5) conservation/preservation; (6) construction; (7) continuing education of trustees and librarians; (8) coordinated collection development for academic libraries; (9) coordinated outreach; (10) hospital library services program; (11) Indian libraries; (12) institution library services; (13) legislation for libraries; (14) Library Services and Construction Act; (15) New York State Interlibrary Loan; (16) New York Libraryline; (17) regional bibliographic databases and interlibrary resources sharing; (18) special legislative grants; (19) state aid to assist libraries; and (20) public, research, and school library systems. Division publications, staff members, and regional liaisons are listed. (MES)

JC

ED 300 095 JC 880 516

Onofrio, Angelo; And Others
A Student Development Model for Academic Advising.
Morton Coll., Cicero, IL. Counseling Center.
PUB DATE- Sep 88
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Advising; Career Counseling; Community Colleges; *Educational Counseling; Program Descriptions; Student Development; Student Educational Objectives; *Student Responsibility; Two Year Colleges

In spring 1985, Morton College's (MC's) counseling staff instituted a student development model for academic advising to encourage students to assume greater responsibility in planning their educational and career goals. During their first academic advising appointment: (1) new students are made aware of the importance of their commitment to their educational goals and of existing course and program requirements; (2) career and life goals are discussed in relation to the students' chosen field; (3) students needing help in identifying goals are referred to the Career Search Program and encouraged to begin career counseling; (4) students are introduced to helpful MC resources, such as the counseling and academic skills centers; and (5) specific recommendations for success are offered by counselors or advisors. After the first advising session, students are encouraged to take responsibility for selecting and registering for their own courses, though assistance is available for students who still need help in planning their program to meet college and career requirements. The advising model also makes provisions for alerting students who are not making satisfactory academic progress in their courses. The advising system could be adopted by any community college with little additional budgeting. Exhibits include informational materials given to students as part of the advising process and the program advisement survey. (AJL)

ED 300 141 PS 017 640

Cornelius, Georgianna; Sanders, Danielle
The Social and Cognitive Play Behaviors of Hearing Impaired Preschool Children.
PUB DATE- 87
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Communication (Thought Transfer); Comparative Analysis; Demography; *Hearing Impairments; *Kindergarten Children; *Manual Communication; *Oral Communication Method; Peer Relationship; *Play; Primary Education; *Prosocial Behavior

Examined were the cognitive and social play behaviors of hearing impaired kindergarten children. Relations probed included those between: (1) children's social and cognitive play and sign-based or oral-aural-based classroom instruction; (2) children's overall efforts to communicate and type of class instruction; and (3) the quality of children's peer interactions and type of instruction. In each type of classroom, a total of 10 children of 5 or 6 years participated in the study. Each child was observed and videotaped for 20 minutes during a free play session. Play behaviors were coded for social and cognitive levels. Howes' (1980) Peer Play Scale was used to assess the developmental sequence of subjects' play across five levels ranging from noninteractive, parallel play to interactive, reciprocal social play. Parents provided demographic data. Findings indicated that children in signing classrooms had higher levels of dramatic, social, and cognitive play behaviors than did children in oral-aural-based settings. In addition, children who used sign language engaged in fewer acts of aggression and used more cooperative play behaviors than did the other children. Mother's age was positively related to level of child's social play. (RH)

ED 300 180 RC 016 799

Brelsford, Ginna
Profiles in Charge: Names, Notes and Quotes for Alaskan Women.
Alaska State Commission on the Status of Women, Anchorage.
PUB DATE- 83
NOTE- 396p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Activism; Advocacy; Alaska Natives; Biographies; *Citizen Participation; *Females; *Feminism; *Leaders; Personal Narratives; Role Models; Sex Role; *Social Action; Social Change
IDENTIFIERS- *Alaska; Empowerment

This publication tells the stories of contemporary Alaskan women who have contributed to the state's economic, social, and political development, and who may serve as role models for younger women in need of inspiration. It also attempts to illustrate the relationship between personal empowerment and societal change. The book contains 12 lengthy question-and-answer profiles, 43 shorter profiles, and 12 open letters from Alaskan women in leadership roles, addressed to younger women. The subjects were chosen with an eye toward regional and racial balance, and with an appreciation for the leadership roles played by the "ordinary" women who make communities function. The stories are those of a Norwegian immigrant to Alaska; a Native health aide in a remote village; an educator incorporating the language and traditions of her Inupiat people into school curricula; Episcopal priests ministering to village residents; a Black teacher from the Deep South arriving in a Native settlement; a Native magistrate observing the transition from tribal law to White law; a Native healer; an organizer in the Native land claims movement; and women active as environmentalists, state and local administrators, politicians, school board members, businesswomen, educators, and journalists. The book includes photographs, blank pages for personal journal entries, a list of women elected to the Alaska legislature, and comments of members of the Alaskan Commission on the Status of Women. (SV)

ED 299 827 FL 017 633

Putnam, Mark Richard
Using Proverbs and Sayings in the ESL/EFL Classroom.
PUB DATE- Aug 88
NOTE- 92p.; Paper submitted in partial fulfillment of Master of Arts Degree, School for International Training.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Class Activities; Classroom Techniques; *Cultural Awareness; Cultural Context; *English (Second Language); *Idioms; Oral Language; *Pronunciation; *Proverbs; Reading Instruction; Second Language Instruction
The use of proverbs and other sayings in English as a Second Language (ESL) instruction is discussed. The proverb is defined and its distinguishing characteristics are examined. The methods and reasons for using these characteristics today are discussed, and examples are given. The specific use of proverbs in teaching oral communication, pronunciation, reading, and cultural awareness is described and justified, and practical classroom activities focusing on each of these skill areas are provided. A list of proverbs and sayings with corresponding values and beliefs and a collection of proverbs and sayings found in newspapers and magazines are appended. (Author/MSE)

ED 299 882 HE 021 794

Academic Degree Program Assessment in the University System of Georgia: A Tentative Statement of Rationale, Purposes, and Procedures.
University System of Georgia, Atlanta.
PUB DATE- Jun 77
NOTE- 35p.; Paper collected as part of the American Association for Higher Education Assessment Forum.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Bachelors Degrees; Degree Requirements; *Educational Assessment; Higher Education; Information Needs; Methods; *Outcomes of Education; *Program Evaluation; Standardized Tests; *State Universities; Student Development
IDENTIFIERS- *AAHE Assessment Forum; *University of Georgia

Plans for program assessment within the various units of the University System of Georgia are presented. The Subcommittee on Academic Degree Program Assessment believed the University System of Georgia should encourage and support a sustained effort to assess academic programs resulting in baccalaureate degrees, that the implementation of program assessment must be based on an understanding of the problems involved, and that program assessment should be approached with recognition of limitations and restrictions inherent in evaluations of academic programs. In identifying what should be assessed, two areas noted were: courses constituting the student's area of specialization and courses comparing the student's entire degree program. Some of the seven problems of program assessment at the baccalaureate level are: specifying program objectives; measuring change, growth, or development; and funding the assessment. Subcommittee recommendations include the following: a rational for program assessment should be adopted at the System level; the primary responsibility for program assessment should be in the academic departments of the institutions; assessment procedures should include standardized tests; and program assessment results or outcomes should be properly used and studied. Alternatives and options for consideration are: written comprehensive exams; standardized tests; practical assessment; senior projects; senior seminar; outside examiners; oral senior exams; apprenticeship, internship, or supervised practicum; and activity and outcome measures. Contains 31 references. (SM)

ED 299 980 IR 052 428

Douglas, Daphne
Training of Trainers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 43p.; Paper presented at the International Federation of Library Associations (IFLA) Pre-Session Seminar on International Colloquium on Education and Training of Library, Information and Archival Personnel (London, England, August 10-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
DESCRIPTORS- Academic Libraries; Archives; Competence; Developing Nations; Distance Education; Educational Background; *Employment Qualifications; Evaluation Criteria; *Faculty Development; Higher Education; *Information Science; *Library Education; *Library Schools; *Professional Continuing Education; Workshops
IDENTIFIERS- Harmonization

Focusing primarily on library, information service, and archive school faculty, this paper discusses the significant implications of preparing the trainers in the information professions for performance commensurate with the demands of the field. Topics discussed include: (1) particular needs that must be met in preparing information professionals; (2) the criteria for trainers based on qualities and requirements for satisfactory performance as trainers; (3) staffing the educational institution with faculty members by identifying practitioners of long standing, with good experience, and/or identifying newer graduates, based on their promise during formal education; (4) the substance of training, including the aforementioned qualities and requirements, plus basic education, professional knowledge in information work, knowledge in supportive disciplines, pedagogic competence, research capabilities, and practical experience; (5) avenues of training, e.g., formal education and training, short courses, seminars, workshops, in-service training, self-directed study programs, and practical experience; and (6) evaluation of trainers through accreditation of the institution (United States) or programs (England) or individual evaluation. A 59-item bibliography and suggested criteria for evaluation are appended. (33 references) (CGD

ED 300 126 PS 017 611

Wakefield, Alice P.; Richards, Herbert C.
To Play or Not To Play: The Case for Free Play in Kindergarten.
PUB DATE- 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; *Cognitive Development; Educationa
Practices; *Hypothesis Testing; *Kindergarten Children; Learning
Centers (Classroom); Novelty (Stimulus Dimension); *Piagetian
Theory; *Play; Pretests Posttests; Primary Education; *Selection;
Serial Ordering
IDENTIFIERS- Decalage
Key elements in the construction of an operation were an integral part of an empirical study designed to test practical, pedagogical implications of the Piagetian model of cognitive growth. A total of 49 kindergarten children were pretested to determine their levels of seriation and classification operations. Pretests were conducted with a battery of Piagetian tasks that had been refined in a pilot study involving 50 additional children. Subjects were observed in a classroom where a learning center was equipped with a manipulative number board designed to foster seriation and classification skills. The number board was available in a free-choice format during a "free-play" activity hour, 4 days a week for a total of 15 days. Children were then posttested. It was predicted that children in transitional phases of constructing logical operations would

freely choose to use the board more than children would who had already constructed these operations or were not close to constructing them. Decalage, which was based on how much variability existed among test sores measuring the same operation, was used as an index to determine which children were experiencing internal cognitive conflict. As predicted, children with the highest decalage scores used the manipulative number board significantly more often and with greater variety than did their low decalage counterparts. Board use was found to be significantly associated with gain in seriation scores. (RH)

ED 300 167 RC 016 776

Shannon, Pam
Legislation on the Definition of "American Indian." 1987 Assembly Bill 316, Relating to the Definition of "American Indian" for Purposes of Minority Contracting. Wisconsin Legislative Council Report No. 10 to the 1987 Legislature.
Wisconsin State Legislative Council, Madison.
REPORT NO.- RL-87-10
PUB DATE- 22 May 87
NOTE- 14p.; For a related document, see RC 016 775.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Advisory Committees; *American Indians; Business; *Definitions; *Group Membership; Minority Groups; Reverse Discrimination; *State Legislation; Tribal Sovereignty; Tribes
IDENTIFIERS- *Wisconsin
This paper describes meetings of the American Indian Study Committee of the Wisconsin Legislative Council and background related to 1987 Assembly Bill 316 on the definition of "American Indian." This definition is relevant to qualification for minority group business preferences in state purchasing and state construction projects, the minority business participation goal for state building repair contracts, and participation in several state programs. A previous statute identified as an American Indian any person meeting one of three criteria: (1) enrollment in a federally recognized tribe or band; (2) documented American Indian ancestry (at least one-fourth); or (3) documented tribal recognition of American Indian identity. At their November 14, 1986 meeting, committee members emphasized that tribes determine their own membership and that the statutes should reflect this fact. Accordingly, Assembly Bill 316 retains the first two criteria and clarifies the third one by specifying that the person must be recognized as an American Indian by the elected governing body of a federally recognized tribe or band. The report includes committee and council votes and a list of all materials received by the committee, relating to this subject. (SV)

ED 299 798 FL 017 552

Di Pietro, Robert J.
Interactive Discourse in the L2 Classroom.
PUB DATE- Aug 87
NOTE- 17p.; Paper presented at the Annual Meeting of the International Association of Applied Linguistics (8th, Sydney, New South Wales, Australia, August 16-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Classroom Communication; Classroom Techniques; Creative Teaching; Discourse Analysis; *English (Second Language); Instructional Effectiveness; *Interaction Process Analysis; Language Proficiency; Second Language Instruction; Second Language Learning
IDENTIFIERS- *Scenarios; *Self Regulation; University of Delaware
A study of the use of interactive discourse in the second language classroom begins with a discussion of the regulation of discourse, examines the use of scenarios for the promotion of interactive discourse, and provides evidence from classroom use of the effectiveness of this technique. Three types of discourse control are noted: object regulation, other-regulation, and self-regulation. It is proposed that scenarios allow students to exercise self-regulation in the target language while acquiring the necessary knowledge of target language rules and conversational management skills. The scenario, consisting of two or more roles, allows students to choose their own goals and strategies without the constraints of pre-specified attitudes or goals. The study was conducted with a class of 35 adult learners of English with different language backgrounds. Three scenario texts were examined: the transcription of the first performance of a two-role scenario, the edited version of the script, and a transcription of the performance that occurred after the students had seen the edited script. It is concluded that the scenario has the potential for stimulating language learning, and that the scenario should be carried through all three phases of rehearsal, performance, and debriefing. (MSE)

ED 299 948 IR 013 461

TV Tips for Parents: Using Television To Help Your Child Learn.
Corporation for Public Broadcasting, Washington, D.C.
PUB DATE- 88
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Commercial Television; *Latchkey Children; Mathematics

*Parent Child Relationship; *Parent Teacher Cooperation; Programin (Broadcast); *Public Television; Reading; *Television Viewing; Writing (Composition)

Recognizing that children watch an average of 25 hours of television per week, this booklet is designed to help parents redirect their children's television viewing to higher quality programs. Ten "tips" are provided to help parents guide their children's television (TV) viewing: (1) set your child's TV schedule; (2) get involved (in the child's viewing); (3) don't be concerned if children of differing ages will be watching at the same time, as they can help each other learn; (4) make public TV a "special friend" for children who are at home alone; (5) consult your child's teacher and other available resources; (6) use TV to spur an interest in reading; (7) use TV to promote writing; (8) help your child explore the world, on-screen and off; (9) help children see math as fun and practical; and (10) set your own pace for family involvement. A list of children's series available on public television is included. (EW)

ED 299 963 IR 013 478

Clancey, William J.
From GUIDON to NEOMYCIN and HERACLES in Twenty Short Lessons. Fi
Report. ONR Technical Report #20.
Stanford Univ., Calif. Dept. of Computer Science.
SPONS. AGENCY- Josiah Macy, Jr. Foundation, New York, N.Y.; Offi
Naval Research, Arlington, Va. Personnel and Training Research
Programs Office.
REPORT NO.- STAN-CS-87-1172
PUB DATE- Jul 86
NOTE- 35p.; For related reports, see IR 013 477-481.
CONTRACT- N00014-85K-0305

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Artificial Intelligence; *Classification; *Computer
System Design; *Expert Systems; *Heuristics; *Identification;
*Programing; Research Methodology
IDENTIFIERS- Knowledge Bases; *Rules Based Theory
This paper reviews the research leading from the GUIDON rule-b
tutoring system, including the reconfiguration of MYCIN into
NEOMYCIN and NEOMYCIN's generalization into the heuristic
classification shell, HERACLES. The presentation is organized
chronologically around pictures and dialogues that represent
turning points and crystallize the basic ideas. Intended to coll
important results in one place, the paper also makes some
observations about research methodology, including abstracting o
generalizing terminology to incorporate another specific domain,
separating the domain model by identifying and justifying
procedural sequences, and justifying domain relations in terms o
underlying constraints and patterns. Twenty-two figures are
provided. (41 references) (Author/EW)

ED 300 024 IR 052 521

Woelfl, Nancy N.; And Others
Monograph Selection, Acquisition, and Management. CE 563.
Medical Library Association, Chicago, Ill.
PUB DATE- 81
NOTE- 121p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; Course Descriptions; Course Objectives; *Library Acquisition; Library Automation; *Library Collection Development; Library Education; *Library Material Selection; *Medical Libraries; Professional Continuing Education
IDENTIFIERS- *Monographs
This course guide outlines the objectives and content for a one-d intermediate level continuing education course on monograph selection, acquisition, and management for health sciences librarians in medium to large-sized hospital libraries. Topics include: (1) characteristics of the scientific and technical monograph; (2) principles of collection development; (3) elements of a written collection development policy; (4) principles of selection, including specific criteria and resources; (5) the materials budget; (6) acquisition methods and procedures; (7) automation of selection and acquisition; (8) financial and statistical reports; (9) inventory and weeding; and (10) collection evaluation. The appendix includes a sample collection development policy, and references are listed throughout. (MES)

ED 300 109 PS 017 517

Halford, Graeme S.; Leitch, Elizabeth
Processing Load Constraints: A Structure-Mapping Approach.
PUB DATE- Aug 88
NOTE- 32p.; Paper presented at the International Congress of Psychology (24th, Sydney, Australia, August 28-September 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Classification; *Cognitive Ability; *Difficulty Level; *Discrimination Learning; Foreign Countries; Research Methodology; *Young Children
IDENTIFIERS- Australia; *Class Inclusion; *Structure Mapping
Three studies were conducted to investigate reasons for the difficulties that children under 5 years of age experience with class inclusion tasks. The studies tested the claim that such tasks have a structural complexity that is beyond the children's processing ability. In experiment 1, class inclusion tasks were compared with other classification tasks. A total of 27 children between 4 and 8 years of age participated. It was found that the inclusion relation per se was a source of difficulty independently of question asymmetry and the use of descriptors for the superordinate class. Experiment 2 used a new task that was isomorphic to inclusion, and that avoided the features that had led to misinterpretation of the inclusion task. Subjects were 18 children 3 or 4 years old and 18 children 5 or 6 years old. It was found that children under 5 continued to have difficulty because they were unable to integrate relations between subclasses and between the subclasses and the superordinate class. Experiment 3, which involved 90 children of 3-7 years, used the easy-to-hard paradigm for studying capacity limitations. It was found that children's class inclusion reasoning was capacity-limited. Results are interpreted as showing that structure-mapping theory can account for processing load effects in classification tasks. (RH)

ED 299 813 FL 017 612

Gleason, Jean Berko, Ed.
You Can Take It with You: Helping Students Maintain Foreign Language Skills beyond the Classroom. Language in Education: Theory and Practice 71.
Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-13-972688-8
PUB DATE- 88
NOTE- 142p.; Published by Prentice Hall, Inc., Englewood Cliffs, New Jersey.
CONTRACT- 400-86-0019
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Information Analysis/State-of-the-Art Materials (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Community Characteristics; *Computer Assisted Instruction; *Independent Study; *Language Maintenance; *Language Skills; *Learning Strategies; Second Language Learning; *Second Languages; Study Abroad; Travel
A discussion of the loss and maintenance of second language skills beyond the formal education process provides information about skill loss and a variety of strategies and suggestions for language skill maintenance. The book begins with an overview of the subject of language loss and maintenance (Jean Berko Gleason and Barbara Alexander Pan), discussing personal factors that seem to make a difference in language study, cultural influences, and the relationship between the kind of language instruction received and the likelihood of losing the language. Subsequent chapters focus on different efforts to help prevent the loss of a foreign language. These include personal learning strategies (Rebecca Oxford and David Crookall), self-instructional resources such as cassettes and other learning resources (John Means), the use of computers to maintain language skills (Frank Otto), study and travel abroad (Helene Zimmer-Loew), and the community as a cultural learning resource (Frederick L. Jenks). References, additional resources, and useful addresses are included. (MSE)

ED 299 828 FL 017 634

FLES NEWS, Volume 1, Numbers 1-3.

National Network for Early Language Learning.
PUB DATE- 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Class Activities; Classroom Techniques; Conference Papers; Educational Research; Elementary Education; *FLES; Immersion Programs; Information Sources; *Instructional Materials; Introductory Courses; *Language Enrollment; Language Teachers; National Surveys; Second Language Instruction; Student Recruitment *Teacher Education; *Teaching Methods
IDENTIFIERS- *Content Area Teaching; National Network for Early Langauge Learning

The three initial issues of the National Network for Early Languag Learning's newsletter describe the publication's format and objectives and present articles on issues of interest to teachers of foreign languages in the elementary school (FLES). Article topics include: general and specific teaching methods, including immersion and content-area teaching; a national survey profiling FLES; publicizing FLES; teaching materials available to FLES teachers; conferences; in-service and other education opportunities for language teachers; classroom activities; a Louisiana report on the improvement of basic skills through second language learning; conference presentation tips for the first-time presenter; classroom resources; information sources; state involvement in FLES; and professional notes and announcements. (MSE)

ED 299 856 HE 021 732

Ellis, Susanne D.
Survey of Physics and Astronomy Bachelor's Degree Recipients, 1985-86. AIP Report.
American Inst. of Physics, New York, NY. Education and Employment Statistics Div.
REPORT NO.- AIR-R-211.18
PUB DATE- Apr 87
NOTE- 10p.; For the 1986-87 report, see HE 021 731.
AVAILABLE FROM- American Institute of Physics, 335 East 45th Street New York, NY 10017-3483.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Armed Forces; *Astronomy; *Bachelors Degrees; *College Graduates; College Preparation; Economic Change; Employers; *Employment Patterns; Enrollment Trends; Entry Workers; Financial Support; Higher Education; *Labor Market; National Surveys; *Physics; Salaries; Student Characteristics
Results of the American Institute of Physics' 1985-86 annual surv of bachelor's degree recipients in physics and astronomy are reported. Data are presented in tables, with accompanying narrative analysis. The information on physics students includes: trends in postbaccalaureate plans of successive graduating classes of physicists from 1977-78 through 1985-86; characteristics of new physics degree recipients (sex, citizenship, age, minority group membership, transfer from a junior college, double major, type of undergraduate institution), presented by intended postbaccalaureate activity (physics or other graduate study, employment, or undecided); comparative high school physics preparation for men and women; postbaccalaureate plans by minority group; trends since 1975 in undergraduate physics students without high school physics preparation; foreign and American minority group student plans and characteristics (sex, age, region and type of bachelor's institution); sources of anticipated support for first-year graduate study; change in numbers of job offers at graduation for the summers of 1975 and 1980-86; initial employment; starting salaries, by sex; and work activity and type of employer for new graduates. Similar but less extensive information is included for astronomy graduates. (MSE)

ED 299 869 HE 021 752

Dagley, Duane H., Ed.
Courage in Mission: Presidential Leadership in the Church-Related College.
Council for Advancement and Support of Education, Washington, D.C.
REPORT NO.- ISBN-0-89964-256-X
PUB DATE- 88

NOTE- 175p.
AVAILABLE FROM- Council for Advancement and Support of Education, Suite 400, 11 Dupont Circle, Washington, D.C. 20036 ($21.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010) Collected Works - General (020)
DESCRIPTORS- *Administrator Responsibility; *Church Related Colleges; College Administration; College Planning; *College Presidents; *College Role; Higher Education; *Institutional Mission; *Leadership Styles; Private Colleges; Trustees

The following essays on presidential leadership by 12 presidents and former presidents of church-related colleges are presented in five sections: Section 1, The President and Institutional Challenge, contains "A Call for the President as Spiritual Director" (Duane H. Bagley); Section 2, Articulating the Mission, contains "The President and the Role and Mission of the College" (John D. Moseley); and Section 3, Mission and Institutional Achievement: Two Case Studies, contains "The Triumph of the Liberal Arts in a Changing Environment: The Birmingham-Southern Experience" (Neal R. Berte) and "The President and Institutional Advancement: The Story of St. Michael's College" (Edward L. Henry). Section 4, Carrying Out the Vision is the book's longest section and contains seven essays: "The Independent College and University President as Educational Leader" (Jerald C. Walker); "The President and Planning: Management and Vision" (Louis C. Vaccaro); "Building an Effective Board of Trustees" (Catherine Dunn); "The President and the College Community: Student Services--The Second Curriculum" (Keith G. Briscoe); "Building a Team in a Christian College" (David C. Le Shana); "Laws, Lawyers, and Legislation: Triple Threats to Visionary Presidential Leadership" (Eugene B. Habecker); and "The Presidential Role in Financial Development" Robert W. Brown). Section 5, Growing in the Presidency, contains the book's concluding article, "Professional Renewal for the College President" (Dan C. West). (KM)

ED 299 896 HE 021 865

Student Services. Responding to Issues and Challenges. The Fifth Compendium of Papers by Student Services Officers of The University of North Carolina. June 1988.
North Carolina Univ., Chapel Hill. General Administration.
PUB DATE- Jun 88
NOTE- 171p.
AVAILABLE FROM- University of North Carolina, General Administration, P.O. Box 2688, Chapel Hill, NC 27515-2688.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; College Admission; College Students; Computers; Database Management Systems; Disabilities; Drug Abuse; Ethics; Higher Education; International Relations; Living Learning Centers; Models; Nontraditional Education; *Outcomes of Education; Peer Teaching; Public Policy; Sexual Abuse; Stress Management; Student Development; Student Leadership; *Student Needs; Student Records; Victims of Crime; Well Being
IDENTIFIERS- *University of North Carolina

Articles by student affairs officers of The University of North Carolina focus on the theme of improving the quality of life for students during their time on campus. Programs, research, and thought being carried forward by student affairs professionals in North Carolina are noted. The 17 papers are as follows: (1) "A University System Response to AIDS: Development of Community Policy and Educational Programs" (William A. Bryan and Richard H. Robinson, Jr.); (2) "Campus Substance Abuse Program Model: The Appalachian Student Assistance Program" (Jon A. Hagaeseth and Rick L. Geis); (3) "Assessing Needs of Sexual Assault Victims on a University Campus" (Diane B. Byington and Karen W. Keeter); (4) "College Admissions and Handicapped Students" (Arlene C. Stewart); (5) "International Awareness and Interests of Students at Three Different Institutions of The University of North Carolina" (Neal Cheek, and others); (6) "Wellness: A Student Affairs Mandate for Action" (David McIntire and Susan Stamper); (7) "SITting on Stress: A Retention Emphasis through Study Skills" (Mary D. Deck and A. Michael Dougherty); (8) "A Focus on Wellness: LivWELL at UNCW" (Deborah H. Haywood and P. Graham Hatcher); (9) "A Proposal for Enhancing Student Development through a Human Development Laboratory" (Karen S. Buchanan and Roland L. Buchanan); (10) "The Evolution and Impact of Living-Learning Programs at The University of North Carolina at Chapel Hill" (L. D. Newman, and others); (11) "A Profile of College Student Leaders Relating Personality Types, Learning Styles, and Leadership Approaches" (Marcia Lou Petty); (12) "A Framework for Student Leadership Development Programs" (Bruce Harshbarger); (13) "Selection and Training of Peer Educators for Substance Abuse Education and Prevention" (Linda Shaddix and Sheryl Scott); (14) "Establishment of Computerized Data Base Management Systems for Disciplinary Records" (James M. Lancaster); (15) "University and State Department Alliance: Building a Bridge for Student Services" (John J. Schmidt and George A. Antonelli); (16) "Beyond Policy: Ethical Considerations in Student Development" (Bonita Jacobs); and (17) "Outcomes Assessment for Student Affairs" (Diane L. Cooper and Barbara A. Mann). (SM)

ED 299 909 HE 021 894

Basic Data Series. Ohio Higher Education System. 1987 Edition.
Ohio Board of Regents, Columbus.

PUB DATE- 87
NOTE- 236p.
AVAILABLE FROM- Ohio Board of Regents, 3600 State Office Tower, 30 East Broad Street, Columbus, OH 43215.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; Educational Finance; Enrollment; Expenditure per Student; Facility Inventory; Higher Education; Majors (Students); Operating Expenses; Racial Composition; School Statistics; Space Utilization; State Aid; State Surveys; *Student Characteristics; Student Costs; Teacher Salaries; Tuition
IDENTIFIERS- *Ohio

A biennial publication of data collections (historical, comparative, student, staffing, space, and financial) from Ohio's state-assisted colleges and universities is presented. Six sections provide information on the following: (1) historical data (student enrollment, U.S., Ohio public and private totals; student enrollment, Ohio public institutions; student enrollment full-time equivalent; operating appropriations, summary and by institution, operating appropriations per full-time equivalent student; capital improvements appropriations; and student fees); (2) comparative data (selected financial data, all states; faculty compensation, Big Ten universities; and estimated net tuition per student); (3) student data by type of institution (student majors, origin of students, age and sex of students, enrollment load of students, day/evening enrollments and living arrangements, racial/ethnic categories by sex, undergraduate admissions, degrees awarded, and full-time equivalent by program); (4) staffing data by type of institution (full-time equivalent staffing; full-time equivalent faculty by rank; highest degree analysis, four-year institutions; faculty salary, average by rank, and range by rank; instructional service analysis, and faculty load by program); (5) space data by type of institution (physical plant inventory, distribution of net assignable area by room type, and distribution of net assignable area by function); and (6) financial data by type of institution (summary of incomes and expenditures, total operating income/total operating expenditures, instructional and general income summary, application of funds available for instruction and general, and instructional and general expenditures). (SM)

ED 300 040 JC 880 402

The Role of Faculty in the Curriculum Process.
California Community Colleges, Sacramento. Academic Senate.
PUB DATE- Apr 87
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (12
DESCRIPTORS- Advisory Committees; College Curriculum; *College
Faculty; *Community Colleges; *Curriculum Development; Governan
Teacher Associations; *Teacher Role; Two Year Colleges
IDENTIFIERS- *California

The Board of Governors of the California Community Colleges has adopted regulations establishing distinct sets of standards for courses which may or may not be applied for credit toward the associate degree. In addition, the Board requires that noncredit courses be approved through the same local curriculum review and approval process as credit courses. The tradition of the collegia model of governance in postsecondary institutions in the United States is reflected in the adoption of the new regulations in the California Administrative Code. The spirit of the collegial model perceives academic governance as an interdependent decision-makin process and provides for the sharing of responsibility for the development of educational policy among faculty, college administration, and the public body of governors or trustees. The regulatory changes support the traditional postsecondary model by stipulating the mutual responsibility of the college and/or district administration and the academic senate for review of the composition and structure of curriculum committees and the establishment of a curriculum planning and review process. The process should include: (1) the development of a curriculum manua containing policies and procedures; (2) the establishment of a curriculum committee, ideally as a subcommittee of the academic senate; (3) a comprehensive curriculum review; and (4) provisions for the review of all curricular proposals. Suggestions for the content of a curriculum manual, relevant resolutions of the Academic Senate for California Community Colleges, and a sample course approval form are included with the paper. (EJV)

ED 300 053 JC 880 462

Porter, Al
Mercer County Community College Remedial Program Assessment, August 1988. Two Year Follow-Up of the Fall 1986 Cohort.
Mercer County Community Coll., Trenton, N.J.

PUB DATE- Aug 88
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Cohort Analysis; High Risk Students; Longitudinal Studies; *Outcomes of Education; Program Descriptions; Program Evaluation; *Remedial Mathematics; *Remedial Programs; Remedial Reading; Trend Analysis; Two Year Colleges; *Two Year College Students

This assessment of New Jersey's Mercer County Community College's (MCCC's) remedial program provides a program overview, results of a two-year follow-up of fall 1986 remedial students, and comparative data from previous years. The program overview examines policies and procedures concerning placement criteria, exit standards, program acceptance, academic standards, longitudinal tracking, and students with limited English proficiency. In addition, this section presents information on courses, facilities, and staffing; as well as MCCC's reading and writing programs, and computation and algebra courses. The next section focuses on the students enrolled in remedial courses in fall 1986, including data on the number of full- and part-time students tested, identified for remediation, and enrolled in remedial courses. This section also offers information on the students' completion of remedial courses; performance in college-level courses; and pre- and post-testing results. Next, data on student outcomes are compared for fall 1983, 1984, and 1985 groups. Finally, major findings and trends are summarized, indicating that an average of 79% of the enrolled students completed remedial courses in reading, 80% in writing, 71% in computation, and 71% in algebra; and that remedial students had higher return rates, but lower grade point averages than students who entered MCCC with college-level skills. (AJL)

ED 300 067 JC 880 483

Martin, Margaret R.
Maintaining Access, Excellence and Retention: Adaptable Strategies for Developmental Programs.
PUB DATE- 19 Sep 88
NOTE- 26p.; Paper presented at the Annual Conference of the National Council of Educational Opportunities Associations (7th, Washington, DC, September 18-21, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Developmental Programs; English (Second Language); Faculty Development; *Mainstreaming; *Personnel Needs; *Program Development; Program Evaluation; *Program Implementation; Two Year Colleges
For 10 years, Rockland Community College (RCC), a college of the State University of New York, operated a Special Services Project (SSP), using federal aid to provide remedial and English as a Second Language (ESL) instruction to educationally disadvantaged students and those with limited English abilities. In 1987, RCC decided not to rely solely on external funding to provide comprehensive services to the educationally disadvantaged, and established the Department of Developmental Studies to institutionalize and coordinate the services that had previously been provided under the SSP. The department provides transition counseling and tutoring for college skills/ESL students as they move into the college mainstream and helps faculty to develop strategies to meet the needs of students entering college-level courses after completing remedial/developmental requirements. Since the department's clientele represents a wide range of students, staffing was designed to be as diverse as possible, including a department chair, coordinators for college skills and ESL activities, developmental instructors and counselors, and teaching assistants. The Department of Developmental Studies currently offers instructional, counseling, and tutoring services for some 70% of the entering freshmen at the college. As the department expands its role of serving students as they move into the college mainstream, student progress and retention are expected to improve. (AJL)

ED 300 081 JC 880 502

Drop-Ins or Drop-Outs: A Study of Student Attrition at John Tyler Community College, Winter Quarter 1987 to Spring Quarter 1987.
John Tyler Community Coll., Chester, VA. Office of Institutional Research.
PUB DATE- Sep 87
NOTE- 45p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attendance Patterns; College Transfer Students; Community Colleges; Dropout Characteristics; *Dropouts; Employment Patterns; Majors (Students); *Student Attrition; Two Year Colleges; *Withdrawal (Education)

A telephone survey was conducted at John Tyler Community College (JTCC) to determine the initial goals, reasons for leaving, current activities, plans, and characteristics of students who left the college after one or more quarters of attendance. Telephone calls were made to all 103 full-time students and a 17% sample of the part-time students (N=354) who did not return. Study findings, based on a 36.4% response rate, included the following: (1) black students tended to drop out at a slightly higher rate than white students; (2) the programs with the lowest attrition rates were Clerical Studies, Architecture, Nursing, Funeral Services, and Instrumentation; (3) 84% had earned less than 16 cumulative credit hours; (4) almost half had a grade point average of 3.0 or better, and 57% were in good academic standing; (5) half of the students chose JTCC because it was close to their homes; (6) over 75% of the program-placed dropouts stated that their goal for enrolling at JTCC was to obtain a degree or certificate, and over 50% enrolled to take one or more job-related courses; (7) 92% said their courses were either very or somewhat helpful; (8) when asked to indicate their reason for leaving JTCC, 37% said they had completed the courses they wanted to take and 23% indicated that they lacked the time to attend because of job requirements; and (9) 22% had no plans to return to JTCC in the future. The interview schedule is appended. (AYC)

ED 300 142 PS 017 641

Harding, Mary H.
Improving Music Skills of Elementary Students with Notation-Reading and Sight-Singing.
PUB DATE- 88
NOTE- 371p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Curriculum Development; Elementary Education; *Elementary School Students; *Learning Activities; Lesson Plans; *Music Education; Pretests Posttests; *Program Effectiveness; Teacher Attitudes; Workshops

A music educator designed for elementary school students who were musically unskilled a curriculum that was based on the methods of Kodaly and Orff, the philosophy of Warrener, and traditional music education concepts. A heterogeneous group of 606 second- through sixth-grade students in 4 schools participated in implementation of the curriculum. Specific learning activities were to be taught progressively over a 2-year period and focused on such topics as note-reading, sight-singing, melody, rhythm, harmony, form, tone color, and major and minor scales. Materials written especially for the practicum included beginner and intermediate programs in notation-reading and sight-singing, and recorder performance programs for second and third graders. A teacher attitude measure was developed, as were six pretest-posttests designed to measure children's ability to pursue intermediate studies in elementary and high school instrumental and vocal music. A workshop was conducted to demonstrate appropriate teaching techniques to two additional music educators participating in the intervention. Evaluation focused on the first three quarters of the beginner curriculum in all three curriculum areas. Findings revealed generally positive intervention effects. Curricula and measures are provided with related materials in 22 appendixes. (RH)

ED 300 155 RC 016 715

O'Moore, Mona
Bullying in Schools. Report on a Course/Seminar (Stavanger, Norway, August 2-7, 1987). The CDCC's Teacher Bursaries Scheme.
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT(88)5
PUB DATE- 29 Jan 88
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- *Aggression; *Antisocial Behavior; Behavior Modification; Foreign Countries; Problem Children; Student Behavior
IDENTIFIERS- Ireland; Norway; United Kingdom
The three sections of this course/conference report concern: (1) the incidence of bullying; (2) characteristics of both bullies and victims; and (3) approaches to prevention and treatment. Each section is an amalgamation of the material presented and the discussions which followed. Bullying in schools is not a new phenomenon, but only in the last 15 years has bullying become a subject of scientific research. Most of the empirical data comes from the Scandinavian countries and some information is available from Great Britain. Serious concern about bullying has not yet surfaced in other European countries. Studies based on self-reports show that at least 5% of Norwegian school children aged 7 to 16 are involved in bullying once a week or more, but twice as many children were bullied during primary grades as secondary grades. Boys bullied both boys and girls, whereas girls bullied only girls. School factors seem to affect bullying, with the same schools consistently showing little bullying behavior. Less information is available from Great Britain, but a study of schools in a middle class neighborhood estimated the incidence of bullying at 5%. However, in other studies results show 26% of parents reporting bullying of their children. Again, bullying was found to occur much more frequently in some schools than others. Scandinavian research suggests that victims are anxious children showing more fear and helpless anger when provoked, whereas bullies are confident and tough, with positive self-esteem. Studies from Scandinavia and the United Kingdom relate early environmental and family factors to bullying behavior. A national campaign against bullying in schools, launched by the Norwegian Department of Education consists of a three-step strategy to strengthen schools' relations with families; improve teachers' relations with pupils; and meet with victims, bullies, and parents of both after a specific incident. Other strategies are also described. (DHP)

ED 299 843 HE 021 506

Balian, Edward S.
How to Design, Analyze, and Write Doctoral or Masters Research. Second Edition.
REPORT NO.- ISBN-0-8191-6936-6
PUB DATE- 88
NOTE- 390p.
AVAILABLE FROM- University Press of America, 4720 Boston Way, Lanham MD 20706 ($29.50 softcover--ISBN-0-8191-6936-6; $43.75 hardcover--ISBN-0-8191-6935-8; both editions include diskette).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- *Computer Oriented Programs; Computer Software; *Doctoral Dissertations; Higher Education; *Masters Theses; Measurement Techniques; *Research Methodology; *Research Projects; Research Tools; Statistical Analysis; *Technical Writing

A practical guide to conducting and reporting graduate-level research projects outlines each step in the research process and discusses both practical and theoretical considerations. Chapter 1 addresses idea and topic development. Chapter 2 discusses the purposes, procedures, and sources for literature reviews and searches. In chapter 3, the distinction is made between qualitative and quantitative research, and the development of research questions and hypotheses is examined in detail. Types of research design and design problem-solving are explained in chapter 4. Chapter 5 discusses issues related to instrumentation, including selection or development of an instrument, reliability and validity, item analysis, special problems, and pilot testing. Sampling techniques and data collection methods are examined in the subsequent chapter, and chapter 7 describes a variety of statistical analyses and briefly discusses issues related to the use of statistics. Chapter 8 focuses on practical use of computers, both microcomputers and mainframes, in conducting research and data analysis. Steps in the process of writing the final report are offered in chapter 9, and in the final chapter, suggestions for the final report presentation are given. Numerous checklists and worksheets are included. The material is designed to be accompanied by a microcomputer diskette, and the book includes a "select-state" personal computer diskette. Each chapter contains separate

references. (MSE)

ED 299 883 HE 021 795

Report to the New Jersey Board of Higher Education from the Advisory Committee to the College Outcomes Evaluation Program.
New Jersey State Coll. Outcomes Evaluation Program Advisory Committee.
PUB DATE- 23 Oct 87
NOTE- 44p.; Paper collected as part of the American Association for Higher Education Assessment Forum. Appendices cited in the table of contents as a separate document of five subcommittee reports are not included with this report.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; College Faculty; *Educational Assessment; Higher Education; Institutional Role; *Outcomes of Education; State Boards of Education; Statewide Planning; Student Development; *Student Evaluation; Undergraduate Study
IDENTIFIERS- *AAHE Assessment Forum; College Outcomes Assessment; *New Jersey

The College Outcomes Evaluation Program (COEP), intended to be a comprehensive assessment of higher education in New Jersey, focuses on outcomes in order to improve undergraduate education. After an introduction covering the national perspective, New Jersey's efforts, COEP, and rationale and principles, subcommittee reports summarize the content of five reports, using the perspectives of students, faculty, and institution. A glossary of related terms is provided in each section. The 10 COEP recommendations include: a common statewide assessment of general intellectual skills should be developed for use by each institution; each institution should assess the specific outcomes of its general education program; student development should be assessed at each institution using common statewide definitions for each of several indicators; and each institution should assess the outcomes of its efforts in the areas of research, scholarship, and creative expression. A report by Rodney T. Hartnett, Rutgers University, offers a different perspective to the Advisory Committee's recommendations. A minority report by K. Kiki Konstantinos, Superintendent of the Lenape School District, is included. An addendum looks at the board resolution and charge. Contains 12 references. (SM)

ED 299 922 HE 021 916

Cross, K. Patricia
Feedback in the Classroom: Making Assessment Matter.
American Association for Higher Education, Washington, D.C.
PUB DATE- 88
NOTE- 40p.; Paper collected as part of the American Association for Higher Education Assessment Forum.
AVAILABLE FROM- AAHE Assessment Forum, American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Classroom Communication; Classroom Observation Techniques; *College Instruction; *Educational Assessment; *Feedback; Higher Education; Outcomes of Education; *Student Evaluation of Teacher Performance; Teacher Attitudes; Teacher Effectiveness; *Teacher Evaluation; Teacher Response; Teacher Student Relationship
IDENTIFIERS- *AAHE Assessment Forum; *College Outcomes Assessment
Aspects of the perception that assessment is a large-scale testing program conducted at institutional or state levels to determine what students have learned from college is questioned. Small-scale assessments conducted continuously in college classrooms by discipline-based teachers to determine what students are learning in what class are also important. The direct involvement of classroom teachers in the assessment movement is important because: teachers need continuous feedback on learning in the classroom so they may improve teaching effectiveness; continuous feedback is necessary for improvement in teaching and learning; and it is important to know more about how students learn. The two broad categories of feedback provided by students to teachers are: (1) student evaluations of teaching in which they report their observations and reactions to the course and instruction and (2) measures of student learning such as tests and daily assignments. Sources of bias in student ratings of instruction include student, faculty, and course characteristics. Other topics of discussion are consistency and agreement on teaching effectiveness, validity, and

the effect of student ratings on instruction. The effect of feedback to teachers on student achievement in the classroom is noted. Conclusions and recommendations include: students provide relatively unbiased, reliable, and valid information; feedback is much more effective in producing change when augmented with consultation; and research is needed on the efficacy of providing teachers with better methods of classroom learning. The topic of colleagues as sources of feedback is considered as follows: feedback from colleagues as peers; feedback from consultants and experts; and self-assessment. Contains 69 references.(SM)

ED 299 935 HE 021 961

Voluntary Support of Education 1986-1987.
Council for Advancement and Support of Education, Washington, D.C.; National Association of Independent Schools, Boston, Mass.
PUB DATE- Jun 88
NOTE- 183p.
AVAILABLE FROM- Council for Aid to Education, Inc., 680 Fifth Avenue New York, NY 10019 ($35.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Costs; Donors; *Educational Finance; Elementary Secondary Education; Expenditures; Higher Education; National Surveys; *Philanthropic Foundations; *Private Financial Support

The 28th in a series of Council for the Aid to Education philanthropic studies begun in the mid-1950s is presented. Information is provided on the following topics: (1) colleges and universities (national estimates, expenditures and voluntary support, survey results, voluntary support by type of institution, voluntary support by source, special forms of giving, voluntary support by purpose, alumni giving, and technical notes); (2) details of support by institution (definitions of classifications, colleges and universities, and independent elementary and secondary schools); and (3) independent elementary and secondary schools (survey results, voluntary support by type of school and by source, special forms of giving, voluntary support by purpose, advancement-program expenditures, and endowment). Findings include the following: there has been a dramatic growth in private giving; during the 1986-87 academic year, voluntary support of educational institutions grew by an estimated 15% and reached a record high of more than $9 billion; and since 1976-77, giving to colleges and universities has risen by 218%. Appendix tables are as follows: college and university data; independent school data; and colleges and universities, 1949-1950 to 1986-1987. (SM)

ED 299 981 IR 052 429

Saunders, W. L.
Curriculum Development: The Core--Common Trunk or Satellites.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 24p.; Paper presented at the International Federation of Library Associations (IFLA) Pre-Session Seminar on International Colloquium on Education and Training of Library, Information and Archival Personnel (London, England, August 10-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Archives; *Curriculum Development; Developing Nations; Foreign Countries; Guidelines; Higher Education; *Information Science; Interpersonal Communication; *Library Education; *Library Science; Masters Programs; Professional Education; Technological Advancement; Telecommunications
IDENTIFIERS- *Harmonization
This paper identifies issues and potential conflicts in the harmonization of education and training programs for the three information professions, i.e., archives, information science, and librarianship, and notes that these professions have a common bond and purpose as carriers of information and providers of service to their user communities. Topics expanded upon in the paper include: (1) curriculum design and development; (2) core library and information science curriculum; (3) relationship among information science, librarianship, and information studies; (4) informational role of archives; (5) common subjects of interest to the three professions; (6) institutions teaching all three disciplines; (7) the concepts of "trunk" and "satellites"; (8) options or electives in postgraduate programs; and (9) a foundation course in human communication. It is suggested that the teacher, the students, and the course itself are all important contributors to the harmonization process. Appendixes contain a flow chart of information/records management and the curriculum requirements for a master of arts degree in librarianship. (19 references) (CGD)

ED 299 996 IR 052 445

IFLA General Conference, 1987. Division of Collections and Services. Acquisition and Exchange Section. Papers.
PUB DATE- Aug 87
NOTE- 22p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (53rd, Brighton, England, August 16-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
DESCRIPTORS- Academic Libraries; Developed Nations; Foreign Countries; Higher Education; *Library Acquisition; *Library Collection Development; *Library Cooperation; Professional Associations; Publishing Industry; Research Libraries; *Serials
IDENTIFIERS- Australia; *Book Exchange; Scandinavia; United Kingdom; West Germany

The six papers compiled here cover issues related to acquisition, library cooperation, and collection development. In "The UK Serials Group: A British Success Story," David P. Woodworth describes the background and work of the Serials Group, an autonomous British organization which aims to bridge the gap between serials producers and consumers. In "The Australian Scene: Cooperation between Libraries and with the Book Trade and Publishers," Derek Whitehead outlines the recent history of cooperation between libraries, the book-trade, and publishers, especially through the Australian Book Trade Committee, and discusses cooperation among Australian libraries in collection development. In "The Swedish Conspectus Project 'SULF'," Jan Hagerlid describes a project aimed at enhancing local capacity to formulate collection development policies. In "National Repository Planning in Scandinavia: The Result of a Seminar," Birgitta Bergdahl gives background on a 1987 seminar on national repository planning, summarizes the current situation of repository libraries in Scandinavia, and offers recommendations and warnings. In "The Acquisition Crisis in Academic Libraries: The Role of Book Price Indices in Budgetary Planning," Rolf Griebel considers the applicability of different types of price indices to budget planning with reference to Anglo-American and West German literature. In "Information Basis of International Book Exchange," Z. P. Sorokina discusses the research on the international exchange of publications. (MES)

ED 300 009 IR 052 460

IFLA General Conference, 1987. Division of Special Libraries. Biological and Medical Science Libraries Section. Social Science Libraries Section. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 87
NOTE- 41p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (53rd, Brighton, England, August 16-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
DESCRIPTORS- *Biological Sciences; Continuing Education; Developed Nations; Developing Nations; Foreign Countries; Health Education; Information Technology; Interactive Video; *Library Services; *Medical Libraries; *Optical Data Disks; Scientific and Technical Information; *Social Sciences; *Special Libraries; Standards; Technological Advancement; Teleconferencing

Six of the nine papers in this collection focus on biological and medical science libraries; the remaining three are concerned with social science libraries. The papers on biological and medical science libraries appear first in this list: (1) "Standards for Medical and Health Care Libraries: Canada" (Jan Greenwood, Canada); (2) "Standards for Medical and Health Care Libraries: Europe" (Ursula Hausen, Switzerland); (3) "Standards for Medical and Health Care Libraries: Problems and Prospects" (Fiona Mackay Picken, United Kingdom); (4) "Coming Soon: The Science Citation Index on Compact Disc" (Theresa Rosen, United States); (5) "Interactive Videodisc: Resource and Learning Material" (David Clark and Elizabeth Oliver, United Kingdom); (6) "CD-ROM Technology and Its Potential for New Bibliographic Products and Services" (Tony McSean, United Kingdom); (7) "CD-ROM in the Social Science Reference Room" (Bruce Bonta, United States); (8) "Continuing Education in Information Technology" (Darlene Weingand, United States); and (9) "Advancing Optical Disc Technology for Social Sciences in Non-High Tech Societies" (Leena Siitonen, United States). (CGD)

ED 300 025 IR 052 522

Zachert, Martha Jane K.
Teaching Skills for Library Educators. CE 626. Second Edition.
Medical Library Association, Chicago, Ill.
PUB DATE- 82
NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroo
Use - Instructional Materials (For Learners) (051) Reports -
Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Andragogy; Course Descriptions; Course Objectives;
*Educational Planning; *Instructional Development; Learning
Activities; Learning Theories; Library Education; *Library
Instruction; Material Development; Medical Libraries; Postsecond
Education; Professional Continuing Education; Student
Characteristics; Student Evaluation; *Teaching Methods; *Teachin
Skills
This course text outlines the objectives and content for a professional continuing education course on teaching skills for health science librarians. It is intended for librarians planning to teach as peer instructors in library science continuing education, instructors or internship mentors in graduate library school education, supervisor-instructors for inservice training in libraries, or instructors in bibliographic or other instruction of library users. Topics are divided into four sections which cover: (1) underlying concepts for teaching adults--teaching/learning as system, learning theory and the teaching of adults, and the nature of planning for teaching and learning; (2) steps in planning teaching/learning--identifying instructional goals, writing behavioral objectives, developing instructional strategies, developing instructional materials, and evaluation; (3)

implementation skills--attitudes, lecturing, leading/guiding instruction, demonstrations, managing classroom activities, conducting evaluations, and using media; and (4) examples of instructional materials. The first three sections include bibliographies. (MES)

ED 300 096 JC 880 517

Richardson, Richard C., Jr.
Solving the Access/Quality Puzzle in Two-Year Colleges.
PUB DATE- 19 Oct 88
NOTE- 12p.; Paper delivered as a keynote address at the Ohio Conference on Access and Success (Columbus, OH, October 19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Standards; *Access to Education; Admission Criteria; *College Transfer Students; Community Colleges; *Cultural Pluralism; Educationally Disadvantaged; Educational Quality; Educational Trends; *Minority Groups; Open Enrollment; Student Characteristics; Student Personnel Services; *Transfer Policy; Two Year Colleges
The concept of barrier-free transfer from two-year to four-year colleges is an important element in planning for student access to the baccalaureate. While it seems clear that transfer works reasonably well for most students most of the time, evidence suggests that transfer may be a qualitatively and quantitatively different experience at the relatively small number of two-year institutions attended by most minority students. Two-year colleges can provide open access and accept that many of their poorly prepared students will not qualify to transfer or graduate, or they can achieve good completion rates by restricting access to their high-demand programs to traditionally prepared majority and minority students. A third alternative involves assessing the preparation of entering students and providing them with learning strategies and support services necessary to gain college-level content and literacy skills. Changing demographics suggest that institutions must strive for both access and high achievement for all students. In a growing number of states, it is a priority for all postsecondary institutions to work toward the elimination of race and ethnicity as influences on both participation and graduation rates. This goal can be fostered through active recruitment of first-generation underprepared students, collaboration with high schools, early identification of gaps in academic preparation, intrusive advising and mentoring, tutorial services, and career guidance. A definition of educational quality that accommodates the growing diversity of America's college-going population must also emphasize teaching and support strategies to promote comparable achievement among all races and ethnic groups. (AJL)

ED 300 127 PS 017 614

Lawton, Joseph T.; Reddy, P.
Effects of High-Order Rule Instruction on Preschool Children's Understanding of Conservation.
SPONS. AGENCY- Wisconsin Univ., Madison. Graduate School.
PUB DATE- 88
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advance Organizers; *Cognitive Development; Comparat Analysis; *Conservation (Concept); *Difficulty Level; *Generalization; *Preschool Children; Preschool Education; Prete Posttests; Retention (Psychology)
IDENTIFIERS- *Rule Learning
Examined were effects of advance organizer (AO) instruction on acquisition of conservation concepts in 3- and 4-year-olds. Participants were 28 children who were equally divided into experimental and control groups, pretested, and found to be nonconservers. A sequence of two AO lessons and related learning activities was presented to the experimental group. Lessons focus on paying attention to special properties of objects and using high-order rules for solving conservation tasks. Control group children received regular instruction in a traditional preschool program. Posttests to measure immediate transfer of training and long-term retention of conservation concepts were conducted immediately after, and four weeks after, the training period. Results indicated that AO instruction was successful in promoting the learning of a high-order rule for conservation that children generalized to five conservation concepts. The high level of improved performance by experimental group children at posttest I

was maintained at posttest II. Control group children showed litt improvement in performance in both posttests, and their level of performance remained essentially preoperational. All children fou number conservation easiest to deal with. Data suggested that the five conservation concepts were acquired in the following order: number, liquid quantity, length, area, and weight (mass). (RH)

Grant, Agnes
Traditional Native Poetry.
PUB DATE- 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Creative Works (Literary and Dramatic) (030) Journal Articles (080)
DESCRIPTORS- *American Indian Culture; American Indian History; *American Indian Literature; *American Indians; *Folk Culture; Foreign Countries; *Poetry; Religion; *Songs
IDENTIFIERS- *Rituals

While Native myths and legends were educational tools to transmit tribal beliefs and history, traditional American Indian poetry served a ritualistic function in everyday life. Few traditional Native songs, which all poems were, survive; only Mayan and Aztec poems were written, and most of these were burned by a Spanish bishop. In addition, many songs were private possessions, and long chants and rituals at the heart of Indian religions could not be revealed without unleashing the powers they evoked. The sacred quality of traditional Indian songs was paramount. There were sacred songs to greet the day, assure success in everyday activities, lighten the burden of work, accompany the medicine man's healing ceremony, raise morale before battle, bewitch an enemy or lover, celebrate social occasions, and mourn the loss of a loved one. Dream songs came to the dreamer after suffering and loneliness and were often accompanied by binding obligations. Mothers sang their babies to sleep, and every man had a song to sing at the hour of his death. The article includes (1) Chippewa and Ojibway dream songs; (2) Papago and Pima medicine songs; (3) Ojibway and Montagnais-Naskapi hunting songs; (4) Chippewa and Cheyenne death chants; (5) Ojibway, Cree, Malecite, Omaha, and Blackfoot love songs of men and women; (6) Creek, Lillooet, Nootka, Tlingit, and Ojibway women's songs; and (7) a Conchiti poem about Coyote, the trickster. 17 references. (SV)

ED 300 181 RC 016 800

Education in Appalachia. Proceedings from the Conference on Appalachia (2nd, Lexington, Kentucky, October 23-24, 1987).
Kentucky Univ., Lexington. Appalachian Center.
PUB DATE- Oct 87
NOTE- 215p.; For selected individual papers, see RC 016 801-809.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cultural Background; Dropouts; *Educational Change; Ethnic Groups; *Rural Areas; Rural Development; Rural Economics; *Rural Education; Rural Schools; *Rural Urban Differences; School Community Relationship
IDENTIFIERS- Appalachia; *Appalachian Studies; *Education Economy Relationship

The four conceptual/academic themes for the Second Annual University of Kentucky Conference on Appalachia were: School-Community Relationships; Economic Development through Education; Politics of Democratic Empowerment; and Politics of Literacy. Other session topics included: Successful Dropout Programs in Appalachia; Innovative Programs and Culturally-Based Learning; Enhancing Professional Training Programs; Role of Regional Colleges and Universities; Politics of School Reform; and Competing Notions of Literacy for the 21st Century. The 30 presentations covered in this proceedings include essays, transcripts of speeches, or revisions of papers delivered at the conference. Fourteen presentations are not represented in the proceedings because of deadlines or format problems. The presentations included in this document, however, cover a range of topics of potential interest to both school practitioners and university researchers. The collection suggests that the important educational issues and problems of Appalachia are complex and call for more thorough analysis than they usually receive. (TES)

ED 299 799 FL 017 559

Travers, John P.
Tunes for Bears To Dance To.
PUB DATE- Mar 88
NOTE- 20p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; Classroom Techniques; *Discussion (Teaching Technique); Elementary Education; *English (Second Language); Fables; Imagination; *Inquiry; Instructional Materials; *Language Rhythm; Language Styles; Reading Material Selection; Second Language Instruction; Vocabulary Development

A sizeable and convincing body of research continues to indicate that children gain competence and confidence in using the English language when it is situated within a context that is at once purposive and pleasurable. Both empirical and anecdotal evidence suggest that exposure to a wide variety of good children's literature provides an effective expedient for the absorption and integration of new vocabulary and structures. Stories, especially those with repetitive, predictable and rhythmic patterns, establish an engaging setting for simultaneously promoting the meaning and melody of the language. A review of some of the research and some of the fairy tales, poems, and fables that second language learners of all ages find inviting lends support to the notion that instructional protocol for English as a second language ought to devote commensurate amounts of time to helping youngsters become attentive not just to the interactional and instrumental functions of the language, but to the imaginative ones as well. A bibliography of suggested children's literature for the English as a second language (ESL) classroom is included. (Author/MSE)

ED 299 829 FL 017 635

Robson, Barbara
Hmong Literacy, Formal Education, and Their Effects on Performance i
an ESL Class.
PUB DATE- 82
NOTE- 26p.; In: Downing, Bruce, Ed., and Olney, Douglas, Ed. The Hmong in the West. Minneapolis, MN: Center for Urban and Regional Affairs, University of Minnesota, 1982.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; *Educational Background; *English (Secon
Language); Foreign Countries; *Language Proficiency; *Literacy;
Oral Language; *Reading Comprehension; Reading Skills; *Refugees;

Romanization; Second Language Learning
IDENTIFIERS- *Hmong People; Thailand
A study examined the effects of literacy in a Roman alphabet on th
performance of Hmong refugees in a three-month program of English as a second language (ESL) and cultural orientation located in Thailand. Upon registration, information was gathered from program participants on previous education and reading ability in Hmong. The 114 subjects were divided into groups according to the lack or presence of formal education and the lack or presence of Hmong reading ability. On program completion, subjects who had remained in the program (N=62) were tested on English comprehension, reading, and oral production and on Hmong reading and writing. Results indicate that literacy in any language had a major effect on the subject's performance on the ESL tests, suggesting that lack of classroom experience is not as large a handicap as lack of literacy skills, as is often assumed. Non-literate subjects appeared to learn little, if anything, from the program. Subjects who could read Hmong without formal education did not score significantly lower on the tests than those with formal education. Among subjects with formal education, those who could read Hmong performed significantly better overall than those who could not. Programmatic implications of the findings are discussed. Appendixes include sample data sheets and test papers as well as statistical analyses. (MSE)

ED 299 949 IR 013 462

Decker, Philip
Video-Pedagogy: A Catalyst for Group Discussion among Elementary School Children.
PUB DATE- Jun 88
NOTE- 59p.; Master of Arts in Latin American Studies Project, Stanford University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Conflict Resolution; Day Care; Elementary Education; *Group Discussion; Hispanic Americans; *Interpersonal Communication; Program Evaluation; Student Attitudes; *Student Behavior; *Teaching Methods; *Videotape Cassettes

This pilot project explored the use of video in an elementary school as a catalyst for group discussion and self reflection in connection with conflict resolution. Subjects were 32 students in an extended day care program for grades K-6; 80% of these students were of Hispanic background. Videos were created with the students, and then played back to the same students, in order to discuss conflict resolution strategies. Discussion themes included: "working together versus not working together" and "the difference between rough play and fighting." When the students were surveyed on their reactions to the video project, they were generally positive about it, indicated that they enjoyed seeing themselves on video, and appeared to have absorbed many of the phrases used in the discussions, and possibly some of the lessons as well. Although the project was not designed to measure behavior change, one of the participating teachers seemed to believe that the video-discussions might have led to some behavior change. Eight appendices include a project calendar, discussion guides to tapes 1 and 2, a "shooting diary," excerpts from video-discussions, student project evaluation forms, a listing of student responses, and a teacher evaluation form with responses. (17 references) (EW)

ED 299 964 IR 013 479

Wilkins, D. C.; And Others
Knowledge Base Refinement by Monitoring Abstract Control Knowled
Stanford Univ., Calif. Dept. of Computer Science.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personne
Training Research Programs Office.
REPORT NO.- STAN-CS-87-1182
PUB DATE- Aug 87
NOTE- 24p.; For related reports, see IR 013 477-481.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; *Classification; Computer Assisted
Instruction; *Computer System Design; *Expert Systems; *Heuris
Learning Strategies; *Problem Solving; Programing; Training Me
IDENTIFIERS- *Knowledge Bases; *Rules Based Theory
Arguing that an explicit representation of the problem-solving
method of an expert system shell as abstract control knowledge
provides a powerful foundation for learning, this paper describe
the abstract control knowledge of the Heracles expert system she
for heuristic classification problems, and describes how the

Odysseus apprenticeship learning program uses this representatio
to automate "end-game" knowledge acquisition. Particular emphasi
is given to showing how abstract control knowledge facilitates t
use of underlying domain theories by a learning program. Three
figures and one table are provided. (16 references) (Author/EW)

ED 300 054 JC 880 463

Muzeroll, Terry; And Others
Why 1986 Minus 1985 Does Not Equal One: A Comparison of Selected Demographics of the 1986 and 1985 Graduates of MxCC.
Middlesex Community Coll., Middletown, Conn.
PUB DATE- Dec 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attendance Patterns; College Credits; *College Graduates; College Programs; *College Transfer Students; Community Colleges; Comparative Analysis; Full Time Students; Grade Point Average; Graduate Surveys; Part Time Students; Remedial Programs; *Student Characteristics; Transfer Programs; Two Year Colleges; *Two Year College Students

In 1986, a study was conducted at Middlesex Community College (MxCC) to examine selected demographics of that year's graduating class and to compare them with similar statistics compiled for 1985 graduates. The graduating classes were compared in terms of students' major, sex, age, full-/part-time status, average number of semesters attended, calendar year of initial enrollment, grade point average (GPA), transfer of credits, and participation in remedial programs. Study findings included the following: (1) the number of graduates decreased from 284 in 1985 to 263 in 1986; (2) 20.9% of the 1986 graduates attended MxCC on a full-time basis, compared to 12.8% of the 1985 class; (3) the average number of semesters attended to complete the degree dropped from 7.07 to 6.86, with General Business majors evidencing a decrease from 8.09 to 5.94 semesters; (4) students' average GPA declined from 3.021 to 2.996, with women over 24 years of age earning the highest average; (5) 51.3% of the 1986 graduates used transfer credits, compared to 45.2% of the 1985 class; and (6) the number of graduates who took remedial courses declined, though 33.5% of the 1986 class had taken remedial math. (AAZC)

ED 300 082 JC 880 503

1987 Graduate Follow-Up Study: Business Division, Communications and Social Sciences Division, Engineering Technologies Division, Mathematics, Natural Sciences, and Allied Health Division.
John Tyler Community Coll., Chester, VA. Office of Institutional Research.
PUB DATE- Apr 88
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; College Transfer Students; Community Colleges; Educational Attainment; Employment Patterns; Followup Studies; Graduate Surveys; Longitudinal Studies; *Outcomes of Education; Participant Satisfaction; Student Characteristics; Two Year Colleges; *Two Year College Students; Vocational Followup

A study was conducted at John Tyler Community College (JTCC) to determine the educational and employment status of the 296 students who graduated from the college in June 1987, and their evaluation of JTCC and its services. Study findings, based on a 47% response rate, included the following: (1) 64% of the graduates said that their primary goal for attending JTCC was to upgrade their job skills; (2) 95% were satisfied with the programs and services made available to assist them in achieving their goals; (3) 51% had completed one or more developmental courses; (4) 35% had been certified or licensed in their professions; (5) access to faculty was rated more highly than faculty advising; (6) 82% of the graduates were employed, with 71% working full time and 11% part time; (7) 67% said their jobs were directly or somewhat related to their field of study; (8) 18% of the graduates were currently enrolled in school, and most of these indicated that they had encountered no problems in transferring; (9) 40% of the graduates were married, 32% were between 25 and 34 years of age, 78% were white, and 56% were female; and (10) about 45% of the graduates had taken classes in which the computer was used to supplement traditional instruction. Student comments are provided as well as a breakdown of responses to the study instrument. (AYC)

ED 300 110 PS 017 521

Tobin, Catherine D.
Study Skills: The Independent Learner.
PUB DATE- Mar 88
NOTE- 10p.; Paper presented at the Meeting of the National Association of Secondary School Principals (Anaheim, CA, March 4-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Elementary School Students; Guidelines; *Learning Activities; *Listening; *Notetaking; Study Skills; *Teacher Responsibility; *Teaching Methods; *Test Wiseness
Study skills are acquired abilities; they are processes for learning. They can and must be taught in elementary school classrooms. This is best done through activities which are integrated and practiced in all areas of the curriculum. Teachers can start teaching study skills with the three lesson plans on listening, notetaking, and testing that are provided in this publication. Provided in each plan are rationale, teaching methods, and activities. (RH)

ED 299 814 FL 017 613

Palij, Michael
Assessing Language Background Differences. Working Papers in Psycholinguistics.
New York Univ., N.Y. Dept. of Psychology.
REPORT NO.- WPP-87-1

PUB DATE- 87
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Age Differences; Bilingualism; College Students; *English (Second Language); Higher Education; Language Acquisition; Language Dominance; Language Skills; Monolingualism; *Psycholinguistics; *Reading Skills; Research Methodology; School Surveys; *Second Languages; Student Characteristics; *Writing Skills
IDENTIFIERS- *New York University
A study investigated the issue of language background variability in the college students making up a psychology subject pool. A questionnaire survey of students at New York University revealed that 39 languages were represented and only 10% of the students indicated they were English monolinguals. Comparisons were made among students by subdividing them on the basis of (a) monolingual background, (b) age of acquisition of English, and (c) dominant language (English or another language). These groupings were then used to evaluate differences on Scholastic Aptitude Test measures, ratings of language ability, and ratings of reading patterns. Analyses indicate that bilingualism is a less important factor in differentiating subjects on language background than the age at which English is acquired, with the later acquisition of English having the greatest impact. Implications of these findings for subject selection for experiments in memory and cognition are discussed. Twenty-five tables and seven figures are included, and the study instrument is appended. (Author/MSE)

ED 300 068 JC 880 484

MacDonald, Ross; And Others
Los Medanos College Fact Book.
Los Medanos Coll., Pittsburg, Calif.
PUB DATE- May 87
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTORS- College Programs; Community Colleges; Educational Facilities; *Enrollment; *Expenditures; *Institutional Characteristics; Job Placement; Personnel Data; *School Personnel; *Student Characteristics; Student Financial Aid; Student Personnel Services; Two Year Colleges; *Two Year College Students
Prepared to support the self-study and strategic planning processes at Los Medanos College (LMC), in Pittsburgh, California, this fact book offers information about LMC's students, staff, programs, services, facilities, and expenditures. The first section focuses on the student population, including a trend analysis and longitudinal data on ethnicity, gender, enrollment status (i.e., returning, continuing or first-time), student class level, course load, day/evening enrollment, gender enrollment patterns, and grade distribution. For the most part, data are reported for the three-year intervals of 1974, 1977, 1980, 1983, and 1986. After presenting information on the ethnicity, gender, age, and years of services of LMC's staff, the report examines student usage of counseling, placement, and financial aid services at the college. Following a brief inventory of facilities and equipment, college finances are examined in terms of average daily attendance figures, and general fund, capital projects, and unrestricted general fund expenditures. Throughout the report, a series of graphs/charts alternate with pages of explanatory text. (AYC)

ED 300 111 PS 017 526

Warner, Laverne; Craycraft, Kenneth
Developing Instructional Units for the Primary Classroom.
PUB DATE- 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Concept Teaching; *Curriculum Development; *Educational Strategies; Family Life Education; Grade 1; Interdisciplinary Approach; Lesson Plans; Primary Education; *Units of Study
IDENTIFIERS- Dewey Model

The guide examines the components of instructional units. Such units serve as a means for organizing the school year. The unit plan format discussed here includes an overview, a content outline, and listings of expected learning outcomes, content activities, concluding activities and application of knowledge, and materials and resources. The majority of the guide consists of a sample plan for a unit about the family which is suitable for first grade. (RJC)

DOCUMENT RESUME

ED 300 182 RC 016 801

Holland, Kathleen E.
Parents and Teachers: Can Home and School Literacy Boundaries Be Broken?
PUB DATE- Oct 87
NOTE- 28p.; In: Education in Appalachia. Proceedings from the Conference; see RC 016 800.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Black Family; Black Students; Cooperative Planning; Grade 1; *Literacy Education; *Low Income Groups; Parent Participation; *Parent School Relationship; Parent Teacher Conferences; *Parent Teacher Cooperation; Primary Education; Reading Skills; Rural Urban Differences; Teacher Effectiveness; *Teaching Methods; Urban Education
IDENTIFIERS- *Appalachian People; *Ohio (Columbus)
This study investigated home-school communication patterns between special reading teachers and parents of the children they served, with attention to teachers' and parents' views of each other as literacy supporters of children. The paper discusses the acquisition of literacy by children, formally at school and informally at home, as well as various social and cultural influences on literacy education, especially in Appalachia. Studies show that schools, particularly urban schools, often fail to recognize Appalachian culture and thus fail to serve the Appalachian child. Parent-teacher communication often is hindered by boundary-setting and territoriality in which the power balance traditionally is tipped toward the teacher. The research population was 13 Columbus, Ohio, urban Black and Appalachian parents of first-graders from poor and working-class economic backgrounds. The children were participating in the Reading Recovery Program, an early intervention tutoring program for first graders at risk of failure. Two styles of communication, active and passive, evolved among the seven teachers in the study. Active teachers tended to pursue parents relentlessly in order to get them involved with their children's education. Passive teachers used formal, less personal communication. Active teachers created three-way

collaborative learning experiences, involving both parents and children in the education process. At conferences, parents discussed the home literacy context, while teachers discussed the formal school context. The paper concludes that active teachers were far more successful than passive teachers in obtaining parent participation and recommends that students take a bigger role in parent-teacher conferences and that the family-school relationship be a triangular one. Twenty-two references, four tables. (TES)

DOCUMENT RESUME

ED 300 195 RC 016 816

Bill, Willard E.
From Boarding Schools to Self Determination.
Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- Jun 88
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- American Indian Culture; *American Indian Education; *American Indian History; American Indian Studies; Boarding Schools; Cultural Differences; *Culture Conflict; *Federal Indian Relationship; *Federal Legislation; Intermediate Grades; Secondary Education; Social Studies
IDENTIFIERS- Indian Education Act 1972; Mission Schools
This teaching unit was written to supplement the curriculum of intermediate and secondary teachers in Washington State. The material is applicable to social studies classes, special events and American Indian studies. The unit includes an extensive account of the various historical periods in American Indian Education, beginning with initial contacts with white settlers in the late 15th century. The document reports on mission schools set up by churches and covers the period following 1871, a time when Indians lost control of their educational systems. In boarding schools, for example, Indian children were confronted with a school culture and curriculum vastly different from their tribal reality. There is also a section on the New Deal of the 1930s and the Meriam Report, a 1928 survey of Indians' social and economic conditions. A section on legislation explains several acts passed by Congress and their effects on Indian education. The period immediately following World War II was perceived as a time of regression, when the government withdrew services. Since the 1960s, however, a number of studies, reports, and legislative acts have been directed at improving the American Indian educational system. In 1972, Congress passed the Indian Education Act, allocating $18 million to improving education for Indian students. The unit concludes that cultural conflict was most evident during the 19th and early 20th centuries, when the federal government attempted to bring American Indians into the mainstream of society. The unit includes an Indian Education Chronology, study questions, and 22 footnotes. (TES)

DOCUMENT RESUME

ED 300 208 SE 049 703

Curriculum Guidelines for Environmental Education.
Scottish Environmental Education Council (Scotland).
REPORT NO.- ISBN-0-946584-14-1
PUB DATE- 87
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Conservation (Environment); *Conservation Education; *Curriculum Design; Curriculum Development; Curriculum Guides; Ecology; *Environmental Education; Foreign Countries; Science and Society; Science Education; Science Instruction; Secondary Education; *Secondary School Science
IDENTIFIERS- Conservationists; Environmental Awareness; *Scotland

This curriculum guideline for environmental education in Scottish schools is for levels 10-14, 14-16, and post-16. The rationale of the program is based on a belief of uneasiness of ordinary people about their environment, the relationship of people with their environment, a need for change, a lack of current progress, the need to teach for the environment, and the development of an environmental ethic. The aim of the curriculum is identified as "education in and through the environment, education about the environment, and education for the environment." The guiding principles are based on: an ecocentric and concentric approach; a holistic view; a coherent, continuous, and progressive lifelong process; direct experience; interdisciplinary character; environmental issues; problem solving; a variety of teaching and learning approaches; being pupil centered; outward looking; generating action; and being exemplary. Course topics are developed for primary, secondary, and post-16 levels. Collaboration between environmental organizations is stressed along with an awareness of available resources. The use of primary environmental sources is advocated. Means of implementation and recommendations are given for the curriculum. Appendices include a flowchart of the "Framework for the Production of a School Environmental Education Policy," and a listing of environmental organizations, with addresses. (ML)

DOCUMENT RESUME

ED 300 224 SE 049 720

Dallow, Kenneth; And Others
Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Experimental. Level 3 Answer Key.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- Curric-03-2003-22; ISBN-0-88315-528-1
PUB DATE- 88
NOTE- 215p.; For Teachers Manual Level 3, see ED 279 498-499.
AVAILABLE FROM- Bureau of Supplies, CIMS, 44-36 Vernon Blvd., Long Island City, NY 11101 (included with teachers manual when purchased from CIMS; $5.00 for answer key alone).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Answer Keys; Curriculum Guides; *Elementary School Mathematics; *Grade 3; *Mathematics Curriculum; *Mathematics Instruction; Primary Education; *Teacher Developed Materials; Worksheets
IDENTIFIERS- New York City Board of Education
This document is the answer key for level 3 of the teacher-developed mathematics curriculum for New York City schools. Over 250 performance objectives are listed, with reference to the appropriate worksheet(s) for each. The answers are typed in the appropriate space on each sheet; when varied answers are possible, this is noted. (MNS)

DOCUMENT RESUME

ED 300 240 SE 049 755

Biological Science: An Ecological Approach. BSCS Green Version. Student Study Guide. A Resource Book of Learning Skills Activities. Teacher's Edition. Sixth Edition.
Biological Sciences Curriculum Study, Colorado Springs.
REPORT NO.- ISBN-0-8403-4447-3
PUB DATE- 87
NOTE- 149p.; For Teacher's Edition, see SE 049 756; Teacher's Resource Book, see SE 049 757. Drawings may not reproduce well.
AVAILABLE FROM- Kendall/Hunt Publishing Company, 2640 Kerper Blvd., Dubuque, IA 52001 ($5.90).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biological Sciences; Course Organization; Critical Thinking; *Instructional Materials; Problem Solving; Science Activities; Science Education; Secondary Education; *Secondary School Science; *Study Guides; *Study Skills; Teaching Methods; *Textbooks
IDENTIFIERS- *Biological Sciences Curr Study Green Version
This study guide is designed to help students learn to use science skills to solve biological problems, learn to apply knowledge about biology in their own lives, and learn to communicate with others about biology. The activities in this guide use information related to each chapter in the 1987 BSCS Green Version textbook. Students can use the activities before, during, or after their study of the chapter. There are 99 activities and exercises related to the 25 chapters of the textbook. These paper-and-pencil activities direct students to make observations, collect data from research sources, draw models and diagrams, and interpret and draw graphs. This teacher's edition provides possible student responses. (CW)

DOCUMENT RESUME

ED 300 256 SE 050 099

Brown, Michael H.
Wilderness Vision Quest: A Journey of Transformation.
PUB DATE- 88
NOTE- 29p.; Paper presented at the Annual Conference of the Association of Experiential Education (Carbondale, IL, October 13-16, 1988). For related paper, see SE 050 098.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aesthetic Values; *Environmental Education; Natural Resources; Outdoor Education; Perception; *Perceptual Development; Postsecondary Education; Program Improvement; *Resource Centers; *Sensory Experience; *Visualization
IDENTIFIERS- *Wilderness Vision Quest
The Wilderness Vision Quest is an outdoor retreat which helps participants touch, explore, and develop important latent human resources such as imagination, intuition, creativity, inspiration, and insight. Through the careful and focused use of techniques such as deep relaxation, reflective writing, visualization, guided imagery, symbolic drawing, expressive movement and group process, participants learn how to bond deeply to themselves, each other, and to the natural world, and return to their normal lives empowered and renewed. This article reflects on: (1) the meaning of wilderness in the United States; (2) the dynamics of the process of transformation; (3) effective ways to provoke transformative experiences; (4) transpersonal psychology; (5) the function of the brain; (6) ways to harmonize body and spirit on trips into nature; and (7) a process called Creative Explorations of Inner Space. (Author/CW)

DOCUMENT RESUME

ED 300 271 SE 050 121

Geographic Distribution of Industrial R&D Expenditures. Special Report. Surveys of Science Resources Series.
National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
REPORT NO.- NSF-88-317
PUB DATE- May 88
NOTE- 54p.; Charts may not reproduce well.
AVAILABLE FROM- National Science Foundation, 1800 G Street, NW, Washington, DC 20550 (single copies free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- College Science; *Exchange Programs; *Government Role; Higher Education; *International Cooperation; Research and Development; *Research and Development Centers; Science Education; *Scientists; Statistical Data; Surveys; Technological Advancement; Technology

State Governments throughout the country have taken steps to strengthen their economic bases by promoting growth of high-technology industries within their respective borders. A byproduct of this effort has been an increasing need for information on the geographic distribution of industrial research and development (R&D) activities in terms of expenditures and employed scientists and engineers. This report contributes to meeting this need by providing information on U.S. industrial expenditures for R&D by geographic region and by selected States. The information in this report permits more detailed analysis of company-financed R&D activities, federally supported industrial R&D programs, and R&D funding growth-rates among states of similar size or within the same geographic region. The principal source of data contained herein is the National Science Foundation's (NSF's) annual Survey of Industrial Research and Development. Detailed statistical tables are provided in the appendices. (CW)

DOCUMENT RESUME

ED 300 286 SO 019 371

Neuber, Manfred, Ed.
The Social Welfare System in the Federal Republic of Germany.
Sonderdienst Special Report No. 2.
Inter Nationes, Bonn (West Germany).
REPORT NO.- 780Q4316
PUB DATE- 88
NOTE- 39p.
AVAILABLE FROM- Inter Nationes, Kennedyallee 91-103, D-5300 Bonn 2, Federal Republic of Germany.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Translations (170) Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; Public Agencies; *Social Action; *Social Responsibility; Social Services; Welfare Agencies; Welfare Recipients; *Welfare Services
IDENTIFIERS- Basic Law (West Germany); Economic Theory; Social Needs; Social Problem Solving; *Social Security; *West Germany

While West Germany is an affluent society, it is also progressive in terms of its social weflare system. This country's constitution of May, 1949, known as The Basic Law, formed the foundation of the system that simultaneously guarantees human dignity and free personal development and promotes social justice and progress. A national economic policy, called the "social market economy," has also promoted the growth of the welfare system by stressing the principles of free competition, private ownership, the free use of private property, and private initiative and responsibility while at the same time requiring social obligations and responsibilities of property owners and employers and a government role in social security. Various branches of the social security system help protect people from major problems. This special report features key elements of the welfare system through individual case histories concerned with: (1) child and child-raising benefits; (2) the promotion of career training; (3) educational assistance; (4) medical insurance; (5) accident insurance; (6) maternity leave protection; (7) pension insurance; (8) disability rehabilitation; (9) welfare assistance; (10) welfare assistance for foreign residents; and (11) international social policy cooperation. A list of direct social welfare benefits paid during 1986 is included. (JHP)

DOCUMENT RESUME

ED 300 300 SO 019 397

Blechman, Margaret
Discover Shoowa Design: Gallery Activities for Children and Adults, Ages 8 to Adult.
Smithsonian Institution, Washington, DC. National Museum of African Art.
PUB DATE- 88
NOTE- 17p.
AVAILABLE FROM- National Museum of African Art, 950 Independence Ave., S.W., Washington, DC 20560.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adults; *Art Activities; Art Education; *Arts Centers; Children; Creative Activities; Exhibits; Instructional Materials; Museums; Patternmaking; *Textiles Instruction; *Visual Arts
IDENTIFIERS- Kuba; *Shoowa; *Zaire
This booklet contains examples of textile designs created by the Shoowa, a subgroup of the Kuba people of Zaire, Africa; the examples were part of the National Museum of African Art exhibition, "Shoowa Design: Raffia Textiles from Zaire." Additional information is provided about the Shoowa people and how Shoowa textiles are used, made, colored, decorated, designed, and embroidered. Space is provided for participants to draw their own textile design. The booklet also provides seven art gallery learning activities for people aged eight to adults that feature selected Shoowa design motifs. Black and white photographs and answers to the learning activities are included. (JHP)

DOCUMENT RESUME

ED 300 316 SO 019 430

Kent, Donald H.
Pennsylvania History in Outline. Fourth Edition. Revised.
Pennsylvania State Historical and Museum Commission, Harrisburg.
PUB DATE- 76
NOTE- 65p.; Original version written by S. K. Stevens.
AVAILABLE FROM- Pennsylvania Historical and Museum Commission, P.O. Box 1026, Harrisburg, PA 17108 ($1.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Economic Development; *Ethnic Groups; *Governance; *Social Development; Social History; *Sociocultural Patterns; State History; *War
IDENTIFIERS- Counties; *Pennsylvania; Quakers; State Governors
This booklet on Pennsylvania covers the state's history through 1960. Chapter 1 provides background on the land, the Native Americans, and the first European explorations while Chapter 2 details the Quaker influence from 1681-1776, the political and economic developments, the settlers, the social and cultural process, and the colonial wars. In Chapter 3, "Birth-State of the Nation, 1776-1790" covers the Revolutionary War, the creation of the commonwealth as a state, and the creation of the U.S. Constitution. Chapters 4 and 5 trace the state's government, the economic and industrial growth, the social and cultural factors, U.S. wars, and communication and transportation for the years 1790-1960. The booklet also contains a brief description of each county and a listing of the chief executives. (DJC)

DOCUMENT RESUME

ED 300 334 SO 019 496

William Jackson: Soldier-Statesmen of the Constitution. A Bicentennial Series, No. 23.
Army Center of Military History, Washington, D.C.
REPORT NO.- CMH-Pub-71-23
PUB DATE- 87
NOTE- 9p.; For other documents in this series, see SO 019 474-495.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Collected Works - Serials (022)
DESCRIPTORS- Biographies; Colonial History (United States); *Military Service; *Public Service; *Revolutionary War (United States); State History
IDENTIFIERS- Bicentennial; *Jackson (William); Military History; *Signers of the United States Constitution; South Carolina; United States Constitution

All 39 delegates to the Constitutional Convention signed the U.S. Constitution in September 1787, but the 40th signature, that of William Jackson, the Secretary of the Convention, authenticated the results of the session in Philadelphia. This booklet on Jackson is one in a series on Revolutionary War soldiers who signed the U.S. Constitution, and it covers his early life, his military service in the southern colonies, and his role as the Constitutional Convention's secretary. Personal data about Jackson and a bibliographic essay of further readings are also included. (DJC)

ED 300 335 SO 019 647

DOCUMENT RESUME

ED 300 351 SP 030 656

Gilman, David A.; And Others
Improving Teacher Attitude and Morale through Maintaining Teacher Effectiveness: An Indiana Staff Development Model.
Indiana State Univ., Terre Haute. Professional School Services.; Mount Vernon School District, IN.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis.
PUB DATE- Sep 88
NOTE- 44p.; For related documents, see SP 030 657-659.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; *Collegiality; Elementary Secondary Education; Helping Relationship; *Peer Teaching; *Staff Development; Student Attitudes; Teacher Attitudes; *Teacher Effectiveness; Teacher Morale
The purpose of this study was to determine the effects of Maintaining Teaching Effectiveness, a staff development model, upon public school educators' attitudes toward various professional and personal factors. The techniques used for the project included a collegial support network and peer coaching. A total of 24 educators participated from November 1987 to May 1988. At the beginning and again at the conclusion of the study, attitude inventories were administered to all participants. Attitude surveys were also administered to students to determine their perception of their teachers' effectiveness. The mean scores of pretests and posttests were compared to determine the projects' effectiveness. The results indicated that the teachers were improving in their performance of the objectives of the program as indicated by the gain in posttest scores as compared to pretest scores. The program appears to have been effective in improving teacher attitude, enhancing collegial support, and in increasing the students' perception of their teachers' effectiveness. Statistical data from the study are included as well as a copy of the survey questionnaire. (Author/JD)

DOCUMENT RESUME

ED 300 368 SP 030 686

West, Brad; Brousseau, Bruce
Profiles of Entering Michigan State University Teacher Education Students 1985-1987 Academic Years. Program Evaluation Series No. 18.
Michigan State Univ., East Lansing. Coll. of Education.
PUB DATE- Oct 87
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- Admission Criteria; *Career Planning; *Educational Attitudes; *Educational Background; Elementary Secondary Education Higher Education; *Preservice Teacher Education; Program Evaluation; *Student Characteristics
IDENTIFIERS- *Michigan State University
The purpose of this report is: (1) to provide comprehensive descriptions of students entering each of the teacher education programs at Michigan State University during the 1985-1987 academic years; (2) to report differences in the responses of 1985-86 and 1987 samples from elementary and secondary candidates; and (3) to compare candidates entering the standard program and alternative programs. Data were collected from three questionnaire surveys (entering, exit, and follow-up) and two interview schedules, (entry and exit). Section one provides an outline derived from the entry questionnaire which was divided into six units: (1) general background of the respondents; (2) high school background; (3) college background; (4) career orientations; (5) general orientation to teaching; and (6) educational beliefs. Section two reports: (1) 1986-87 standard program versus alternative program(s) entry characteristics; and (2) pre- and post-admission criteria contrasts. (JD)

DOCUMENT RESUME

ED 300 381 TM 012 169

Illinois Initiatives for Education Reform. Test Preparation Program for Gifted and Talented Sophomores: 1986 Summer Program. Evaluation Report.
Chicago Board of Education, Ill. Dept. of Research and Evaluation.
PUB DATE- 87
NOTE- 38p.; This document is printed on blue paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academically Gifted; *Achievement Gains; College Entrance Examinations; Grade 10; High Schools; *High School Students; *Program Evaluation; Scores; Student Attitudes; *Summer Programs; Talent; Teacher Attitudes; *Test Coaching; Test Wiseness
IDENTIFIERS- *National Merit Scholarship Qualifying Test; *Preliminary Scholastic Aptitude Test

The fourth year of the Test Preparation Program for Gifted and Talented Sophomores (TPPGTS) is evaluated. This 6-week, 75-hour test coaching program was developed to teach high-achieving students principles/strategies required for doing well on the Preliminary Scholastic Aptitude Test (PSAT)/National Merit Scholarship Qualifying Test to increase the number of National Merit semifinalists and finalists. The TPPGTS emphasized language arts, mathematics, and guidance, and was conducted at the Lane, Lindblom, and Curie High Schools in Chicago, Illinois. Pretests and posttests were completed by 93 of the 148 enrollees; 72 of these took the October PSAT. The comparison group initially included 137; of these, 47 completed practice tests and 37 took the PSAT. There were nine teachers and three teacher aides in the TPPGTS. Student and teacher questionnaires and classroom observations were analyzed concerning the degree to which summer program students outperformed the comparison group from pre- to posttest and whether this effect was attributable to the program. The TPPGTS appeared to be implemented as designed; an overall positive math program effect equivalent to 42 SAT points was found. Neither general nor site-specific verbal coaching effects were seen. Students were generally satisfied with the TPPGTS and thought they had learned effective strategies. Teachers noted the diversity of instructional materials and activities, and made recommendations for improving the program. (SLD)

DOCUMENT RESUME

ED 300 396 TM 012 367

Kushmuk, James
Prescription Learning in the Portland Public Schools: 1984-85 Evaluation Report.
Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE- Sep 85
NOTE- 37p.; For the 1983-84 report, see ED 251 490.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educationally Disadvantaged; Elementary School Students; Elementary Secondary Education; *Individualized Education Programs; Individualized Instruction; Mathematics Achievement; *Program Evaluation; Reading Achievement
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Portland School District OR; *Prescription Learning System
Prescription Learning is a multimedia diagnostic prescriptive program providing individualized instruction coordinated by Prescription Learning Corporation. One high school, nine elementary schools, and four middle schools provided this supplemental reading and mathematics instruction to students covered by the provisions of Chapter 1 of the Education Consolidation and Improvement Act. Prescriptions based on placement test results included objectives and strategies for a total of 1,333 students in kindergarten through grade 8 in the Portland (Oregon) School District. Prescription Learning students made an equivalent rate of growth in project and preproject years in most areas. In 1984-85 the growth rate of project students was greater and statistically significant for reading, and positive, but not significant, in mathematics. It is recommended that Prescription Learning be an option along with other District programs for Chapter 1 and other educationally disadvantaged students. Seven data tables are provided, and Appendix A contains 10 tables of growth rate figures. (SLD)

DOCUMENT RESUME

ED 300 410 TM 012 401

Arribas, Emilio J.; And Others
An Evaluation of an Alcohol Education and Traffic Safety Program for Urban Elementary School Pupils.
PUB DATE- Aug 88
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alcohol Education; Black Students; *Drinking; Elementary Education; *Elementary School Students; Elementary School Teachers; Elementary Secondary Education; Health Education; Prevention; *Program Evaluation; *Safety Education; Secondary School Teachers; Student Attitudes; Teacher Attitudes; *Traffic Safety; Urban Schools
IDENTIFIERS- Chicago Public Schools IL; *Starting Early
The results are presented of an "Alcohol Education Traffic Safety Program" for students in kindergarten through grade 6, which was piloted in 20 Chicago (Illinois) public schools during April, May and June of 1987. Research indicates that the younger children are when they begin abusing alcohol, the higher the probability that they will become hard-core alcohol abusers, thus justifying alcohol education at a very early age. The "Starting Early" program was initiated to determine its effectiveness in urban, multiracial, multicultural settings; it includes seven sets of instruction modules (one each for kindergarten through grade 6) to assist elementary school students in making "best interest" decisions about alcohol use and traffic safety. Each module contains five lessons, and to implement the program, four primary, middle, and upper grade classroom teachers were identified in each of the 20 schools. About 2,000 students (68% black) were enrolled in the 72 classrooms using "Starting Early" modules. Based on a comparison-group design, it was found that students in grades 3, 4, and 5 made significant gains in knowledge, but sixth graders did not. Student and teacher questionnaires assessed participant satisfaction with the program. Teachers believed that the program would probably (57% of teachers) or definitely (41%) have an impact on their students' behavior. Likewise, the children strongly agreed that they learned things in the program that will do them good. The program helped students build sources of support, thus strengthening their will to resist the lure of alcohol and illegal substances. Four tables present study results. (Author/SLD)

DOCUMENT RESUME

ED 300 424 TM 012 424

Baenen, Nancy R.
Perspectives after Five Years--Has Grade Retention Passed or Failed?
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-87.35
PUB DATE- Apr 88
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Failure; Black Students; Elementary Education; Grade 1; *Grade Repetition; Hispanic Americans; *Longitudinal Studies; *Low Achievement; Mathematics Achievement; Primary Education; Reading Achievement; *School Holding Power; School Policy; *Student Promotion; Underachievement
IDENTIFIERS- Austin Independent School District TX

The progress of 243 students repeating first grade in 1981-82 was compared with matched low achievers in the Austin (Texas) Independent School District. Mean achievement scores were obtained for each year between spring 1981 and spring 1986 for the two groups and compared to the national average. Regression analyses were used to compare the achievement progress of the two groups. In all, 183 of the first-grade retainees and 184 of the matched sample were retained between grades 4 and 7. Since almost 40% of the comparison group was eventually retained in some grade, separate analyses were made to compare those retained in grade 1 versus those retained in later grades. Those retained in grade 1 were more likely to be placed in special education later. In both reading and mathematics, those promoted showed higher gains than did retainees, and the differences broadened across the years. Additional adverse effects were not generally seen for retention in later grades. Results suggest that retention did not help students catch up to grade level. It is suggested that placement with special help is a better alternative than retention for most low achievers. (SLD)

DOCUMENT RESUME

ED 300 438 TM 012 479

Hawkins, Joseph A.
What We've Learned from Three Complementary Suspension Studies.
PUB DATE- Apr 88
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Attendance Patterns; Computer Uses in Education; Discipline; High Schools; *High School Students; Low Achievement; Minority Groups; Out of School Youth; *Research Projects; Research Utilization; Student Behavior; *Student Characteristics; *Suspension; Truancy
IDENTIFIERS- *Montgomery County Public Schools MD; *Research Results
The Montgomery County (Maryland) Public Schools Suspension Project has evolved into three distinct studies: (1) the Discipline Monitoring System (DMS); (2) the experience and behavior of students suspended multiple times in Junior and Senior High; and (3) school suspension rates. This paper reviews/summarizes the findings from the first two studies (the DMS and multiple suspendee studies), and discusses the results in terms of the improvement of minority students' achievement. The DMS--a computer-assisted model to allow individual schools to analyze their student discipline actions--makes it possible for school personnel to know characteristics of suspended students and patterns of student and staff behavior. No formal reports are made; data are for school use only. The study of multiple suspendees has shown many differences between students who are never suspended or suspended only once and multiple suspendees in extracurriculars, placement in special education, grades, and school attendance. Multiple suspendees can be categorized as: (1) truants; (2) episodic suspendees; (3) students in crisis; (4) low achievers; and (5) fighters. The suspension rates in Montgomery County have been greatly reduced, particularly for black students. The Suspension Project has been a major factor in this reduction. Two tables provide study results. (SLD)

DOCUMENT RESUME

ED 300 453 TM 012 503

Kingston, Neal
Analysis of Shifts in Scale and Construct through the Use of Repeater Data.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- Apr 84
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Entrance Examinations; Equated Scores; Higher Education; Mathematics Tests; *Multidimensional Scaling; Rating Scales; *Scoring; Scoring Formulas; *Test Construction; Testing Problems; *Timed Tests; Verbal Tests
IDENTIFIERS- Analytical Tests; *Graduate Record Examinations; Response Shift; Rights and Formula Scoring; Test Repeaters; Test Revision
In October 1981, the Graduate Record Examinations (GRE) Program introduced a new version of the General Test (GT) that differed from the previous version in three major ways. The GT was altered to: reduce the verbal measure's speededness and allow the addition of several quantitative items; delete two item types from the analytical measure; and replace formula scoring with rights scoring. The GRE instructions were changed to advise examinees to answer all questions. An anchor test design was used to equate verbal and quantitative measures. Focus was on determining what effects these changes and/or the equating (in the case of the verbal and quantitative measures) or the scaling (in the case of the analytical measure) had on the three GRE GT score scales--verbal, quantitative, and analytical. These changes could be manifested as either shifts in the score scales or changes in the constructs underlying the scales. Data were from a self-selected group of GRE examinees who took the GT for the first time between October 1980 and April 1982 and at least one additional time by June 1982. A total of 5,072 GRE examinees took the old version at least twice, and 2,353 took the old version first and then the new version. The 1981 changes had a small effect on the verbal score scale and a somewhat greater effect on the quantitative scale; these changes are attributed to a shift in the dimensionality of the factors underlying these measures. The effect on the analytical scale was quite large. Five data tables and three graphs conclude the document. (TJH)

DOCUMENT RESUME

ED 300 467 UD 025 981

Study of the Adequacy of State's Standard of Need for Aid to Families with Dependent Children. Bulletin No. 87-31.
Nevada Legislative Counsel Bureau, Carson City.
PUB DATE- Aug 86
NOTE- 253p.; Portions of appendixes contain marginally legible print. Best available copy.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Welfare; Cost Effectiveness; Cost Estimates; Eligibility; *Financial Needs; *Living Standards; *Poverty Programs; Program Evaluation; State Aid; *State Programs; *Welfare Services
IDENTIFIERS- *Aid to Families with Dependent Children; Consumer Price Index; Food Stamp Program; *Nevada

This report examines the adequacy of the standard of need used by the State of Nevada to determine eligibility for the Aid to Families with Dependent Children program (ADC). Nevada's standard of $285 per month for a family of 3 ranked 49 out of 54 states and political entities. The current standard is reviewed in relation to the present cost of the goods and services that the program is intended to provide. Alternative approaches that could be used to modify the current standard are analyzed in depth. Testimony from administrators, welfare recipients, and the public is also considered. Recommendations include the following: (1) the standard of need should be modified to reflect the current standard of living; (2) the Federal Poverty Guidelines, reduced by the amount of dollars allocated under the Thrifty Food Plan (Food Stamps), should be used as the basis for determining the new standard; (3) in determining the average grant payment levels, the State should attempt to pay 100 percent of need, and no less than 70 percent of the revised standard. Statistical data are included on 20 tables. The appendices include the following: (1) information and tables from the ADC Program Recipient Characteristics Study; (2) Poverty Income Guidelines Analysis; (3) Consumer Price Index Analysis; (4) Client Expenditure Survey Analysis; (5) Market Basket Survey Analysis; (6) a review of charts showing what Nevada's need standard and payment levels for different household sizes would be under different options; (7) a letter of support to the governor from community service groups; and (8) a list of State ADC needs standards in order of dollar amounts. (FMW)

DOCUMENT RESUME

ED 300 480 UD 026 458

Cheng, Maisy L.
Representation of Visible/Racial Minorities in the Toronto Board of Education Work Force, 1987. Part II. #187.
Toronto Board of Education (Ontario).
REPORT NO.- ISBN-0-88881-196-9
PUB DATE- Jun 88
NOTE- 68p.; For related document, see ED 289 954.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Employment Level; *Employment Patterns; Employment Qualifications; Employment Statistics; Equal Opportunities (Jobs); *Foreign Countries; *Minority Groups; Promotion (Occupational); Public Schools; *Racial Composition; Salaries; *Salary Wage Differentials; *School Personnel; Urban Schools; Whites
IDENTIFIERS- Ontario (Toronto); *Toronto Board of Education ON; Toronto Public Schools ON

This examination of the salary structures of the Toronto Board of Education (ON) employees by race finds no compelling evidence that non-whites are "ghettoized" in low salary categories. Data were analyzed from race identification forms completed by supervisory staff in 1987, and from Board payroll and salary history files. Racial minorities are employed in a cross-section of positions at a range of salaries similar to whites. However, this generalization about job and salary distribution at the Board level may not apply to the smaller units of employee groups. Tying together the findings of this report with those of Report #186 (or Part I), which found that racial minorities are underrepresented in both high and low positions in relation to their presence in Metropolitan Toronto, the conclusion can be made that despite longer total teaching experience and equal or higher educational credentials compared to whites, minorities are underrepresented in senior teaching positions. A brief list of references, and statistical data on 14 tables and 9 graphs are included. The appendices include the following: (1) copies of the questionnaires used in the Survey of Visible/Racial Minority Employees; (2) five tables of statistical data on teaching qualifications, employees by level and race, and employees by position and race; and (3) four charts describing position levels, employee groupings, categories of non-permanent staff, and paycodes. (FMW)

DOCUMENT RESUME

ED 300 494 UD 026 488

Resource List on Adolescent Parenthood, Support Center for Educational Equity for Young Mothers, 1987.
Academy for Educational Development, Inc., New York, NY. School Services Div.
PUB DATE- 8 Jul 87
NOTE- 16p.
AVAILABLE FROM- Academy for Educational Development, 680 Fifth Avenue, New York, NY 10019.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adolescents; Books; *Child Welfare; *Community Resources; Consultants; Directories; *Early Parenthood; *Educational Resources; Family Planning; Family Problems; Family Relationship; Fathers; Mothers; Parent Child Relationship; Parenthood Education; Parents; Periodicals; *Pregnancy; Pregnant Students; Program Development; Unwed Mothers

This resource list on adolescent parenting includes both a bibliography of books, periodical articles, and research reports, and a directory of resource organizations. Part 1, "Books and Articles," is comprised of an 11-page unannotated list of monographs and journal articles published between 1973 and 1987. A wide range of topics is covered, including policy and program development, characteristics of adolescent parents and their children, and parenthood education needs. Part 2, "Resource Organizations," is comprised of a directory of 13 educational, research, and service organizations that provide consultation and information to those who work with adolescent parents and their children. Each entry is accompanied by a brief description of the services available, and the address and telephone number of the organization. (FMW)

DOCUMENT RESUME

ED 300 507 UD 026 505

Fairchild, Miriam E.; And Others
What Price Achievement: A Cost-Effectiveness Study of Chapter 1 and Schoolwide Projects.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-87.22
PUB DATE- Apr 88
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Compensatory Education; *Cost Effectiveness; Elementary Education; Expenditures; Outcomes of Education; Program Effectiveness; Reading Consultants; *Reading Instruction; Remedial Programs; *Remedial Reading; *School District Spending; Statistical Analysis; *Teacher Student Ratio; Urban Schools
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Texas (Austin)

A cost effectiveness study by the Austin (Texas) Independent School District of its elementary compensatory reading programs, namely, the Chapter 1 Reading Improvement Program (Chapter 1 Regular) and Schoolwide Projects (SWP), found that the Schoolwide Projects cost two to three times as much to achieve the same gains in student achievement as did the Chapter 1 Regular program. Both programs are funded by the Education Consolidation and Improvement Act Chapter 1. Both programs measure improvement in reading skills with the Iowa Test of Basic Skills. The programs differ in the way that instruction is delivered. Chapter 1 students receive supplementary instruction from a reading specialist. SWP students receive all of their instruction in a classroom with students of mixed achievement levels, but where the pupil-teacher ratio has been reduced to 15-to-1. To measure achievement gains, percentiles were converted to Normal Curve Equivalents (NCE) and students' pre-test scores were compared to their post-test scores. Only teachers' salaries were used as the program cost. The cost per student was divided by the average NCE gain to obtain a cost-effectiveness figure that translates into dollars per NCE gain for each program for each year of implementation. A list of references is included. Statistical data are included on four tables. (FMW)

ED 300 225 SE 049 721

Dallow, Kenneth; And Others
Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Experimental. Level 4 Answer Key.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- Curric-03-2004-23; ISBN-88315-529-X
PUB DATE- 88
NOTE- 218p.; For Teachers Manual Level 4, see ED 279 494-495.
AVAILABLE FROM- Bureau of Supplies, CIMS, 44-36 Vernon Blvd., Long Island City, NY 11101 (included with teachers manual when purchased from CIMS; $5.00 for answer key alone).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Answer Keys; Curriculum Guides; *Elementary School Mathematics; *Grade 4; Intermediate Grades; *Mathematics Curriculum; *Mathematics Instruction; *Teacher Developed Materials; Worksheets
IDENTIFIERS- New York City Board of Education
This document is the answer key for level 4 of the teacher-developed mathematics curriculum for New York City schools. Approximately 235 performance objectives are listed, with reference to the appropriate worksheet(s) for each. The answers are typed in the appropriate space on each sheet; when varied answers are possible, this is noted. (MNS)

ED 300 241 SE 049 756

Biological Science: An Ecological Approach. BSCS Green Version. Teacher's Edition. Sixth Edition.
Biological Sciences Curriculum Study, Colorado Springs.
REPORT NO.- ISBN-0-8403-4181-4
PUB DATE- 87
NOTE- 1,126p.; For Student Study Guide, see SE 049 755; Teacher's Resource Book, see SE 049 757. Drawings, colored print and photographs may not reproduce well.
AVAILABLE FROM- Kendall/Hunt Publishing Company, 2640 Kerper Blvd., Dubuque, IA 52001 ($25.90).
LANGUAGE- English
EDRS Price - MF08 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biological Sciences; Hazardous Materials; Instructional Materials; *Laboratory Procedures; School Safety; *Science Activities; Science Education; Science Experiments; Secondary Education; *Secondary School Science; *Teaching Methods; *Textbooks
IDENTIFIERS- *Biological Sciences Curr Study Green Version

This book is the teacher's edition to the 1987 edition of the Biological Sciences Curriculum Study Green Version textbook. It contains directions for teaching with this version, a description of the accompanying materials, teaching strategies by chapters, lists of useful software, safety guidelines, a materials list, chemical safety information, and the complete student edition of the textbook with answers to the exercises. Annotations in the margins of the text provide objectives, directions for preparation of materials for activities, suggestions for discussion, and suggestions for teacher questions. The 25 chapters of this curriculum are organized into five major sections: (1) "The World of Life: The Biosphere"; (2) "Continuity in the Biosphere"; (3) "Diversity and Adaptation in the Biosphere"; (4) "Functioning Organisms in the Biosphere"; and (5) "Patterns in the Biosphere." Appendices include laboratory procedures, a list of additional activities, and a taxonomy of the major groups of living things in the biosphere. (CW)

ED 300 257 SE 050 101

Asbestos-Containing Materials in Schools; Final Rule and Notice. Part III: Environmental Protection Agency. 40 CFR Part 763.
Environmental Protection Agency, Washington, D. C.
PUB DATE- 30 Oct 87
NOTE- 81p.; Some pages contain small, light type which may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Collected Works - Serials (022)
DESCRIPTORS- *Asbestos; Compliance (Legal); Elementary Secondary Education; Environmental Education; *Environmental Standards; Federal Legislation; *Federal Regulation; *Government School Relationship; *Hazardous Materials; Laws; Legislation; Physical Environment; Public Health; *School Safety
IDENTIFIERS- *Environmental Protection Agency

The Environmental Protection Agency (EPA) has issued a final rule under the Toxic Substance Control Act (TSCA) to require all local education agencies (LEAs) to identify asbestos-containing materials in their school buildings and take appropriate action to control release of asbestos fibers. The LEAs are required to describe their activities in management plans which must be made available to all concerned persons. This document contains the rules and regulations regarding this ruling including: (1) background information; (2) provisions of the final rule; (3) response to public comments; (4) economic impact; (5) rulemaking record; (6) assessment requirements; and (7) Section 763, subpart E--asbestos containing materials in schools. Subpart E discusses scope and purpose, definitions, LEA responsibilities, inspection, sampling, analysis, assessment, response actions, operation and maintenance, training and surveillance, management plans, recordkeeping, warning labels, compliance and enforcement, and waiver. An appendix describes mandatory and nonmandatory transmission electron microscopy analytical methods. (CW)

ED 300 272 SE 050 122

Technology Transfer: U.S. and Foreign Participation in R&D at Federal Laboratories. Briefing Report to the Honorable Lloyd Bentsen, U.S. Senate.
General Accounting Office, Washington, DC. Resources, Community, and Economic Development Div.
REPORT NO.- GAO/RCED-88-203BR
PUB DATE- Aug 88
NOTE- 79p.; Several pages of small print may not reproduce well.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first 5 copies free; additional copies $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Science; *Exchange Programs; *Government Role; Higher Education; *International Cooperation; Research and Development; *Research and Development Centers; Science Education; *Scientists; Statistical Data; Surveys; Technological Advancement; Technology

There has been concern for the amount of foreign sponsorship and support that is received by federal research and development (R&D) laboratories. This report summarizes a 1986 survey of federal R&D laboratories. The report discusses the extent of United States and foreign participation in R&D in the United States, federal policies regarding foreign access to R&D, reciprocity of information exchange, and implications for U.S. policy. Researchers reported that the primary mechanism for participation is through programs that bring researchers into the laboratories from outside organizations, that U.S. researchers have not had trouble gaining access to foreign laboratories, and that scientific exchange between U.S. and foreign scientists has occurred readily. This document contains 13 tables of information from the survey and the appendices include a list of the laboratories that participated in the survey, a copy of the survey instrument and a list of major contributors to the report. (CW)

ED 300 287 SO 019 374

Toward Civilization: A Report on Arts Education.
National Endowment for the Arts, Washington, D.C.
PUB DATE- May 88
NOTE- 195p.; Some photographs may not reproduce clearly.
AVAILABLE FROM- Superintendents of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 036-000-00051-1, $9.50).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Art; Art Activities; Art Appreciation; *Art Education; Art Teachers; Creative Art; *Curriculum Evaluation; *Educational Quality; Elementary Secondary Education; *Instructional Effectiveness; *Instructional Improvement

Requiring basic sequential arts education for all K-12 students is the primary recommendation of this report, which was written to fulfill a congressional mandate to determine the current state of U.S. arts education programs. Based primarily on two surveys, "Arts, Education, and the States," and "Public School District Policies and Practices in Selected Aspects of Arts and Humanities," this report also contains information drawn from 14 other arts studies, selected curriculum guides and books, and interviews. An overview describes basic arts education and its importance, problems in arts education, and the current status of arts education and offers specific conclusions and recommendations about: (1) arts curriculums; (2) arts testing and evaluation; (3) art teachers; (4) research priorities in the arts; (5) arts leadership; and (6) the role of the National Endowment of the Arts (NEA). A section entitled "Arts in the Classroom" offers examples of specific art programs or activities (or the lack of them) in selected K-12 classes. Other sections present additional information and issues in support of the study's six specific areas of recommendations. Photographs, charts, tables, maps, and an 102-item bibliography are provided. Appendices include information about programs supported and funded by the NEA, the National Science Foundation (NSF), and the U.S. Department of Education. (JHP)

ED 300 301 SO 019 398

Fersh, Seymour

Asian Studies: Orienting the Student, Process, and Content.
PUB DATE- 24 Mar 88
NOTE- 12p.; Paper presented at the Annual Conference of the Association for Asian Studies (San Francisco, CA, March 24, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Asian Studies; *Course Content; Cross Cultural Studies; *Cultural Context; Cultural Education; Curriculum Development; Elementary Secondary Education; Foreign Culture; Higher Education; *Learning Processes; World History

This paper suggests that the teaching of world history from a U.S. and European history viewpoint does not help students understand and develop insights about the contemporary world. The context within which current events occur is more important than simply teaching about specific facts. The process of learning must be considered along with course content when studying other cultures, because approaches to learning may determine what conclusions are reached. Asian Studies in the elementary grades should help students develop skills, positive attitudes, and appreciation for Asian peoples and their cultures. From junior high school through 10th grade the major purpose of Asian Studies should be to help students appreciate the Asian cultures and understand ways in which they function and relate to one another. From grade 11 through higher education graduate courses the focus of Asian Studies should shift to a content orientation, so that students can study specific areas of interest. (JHP)

ED 300 317 SO 019 431

Newspapers, Football & Geography.
Kansas City Star/Times, MO. Educational Services Dept.
PUB DATE- 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Bulletin Boards; *Class Activities; Curriculum Enrichment; Elementary Education; *Geography Instruction; Instructional Materials; *Metropolitan Areas; *Newspapers
IDENTIFIERS- *Missouri (Kansas City); *National Football League

This booklet focuses on the Kansas City (Missouri) Chiefs professional football team and is designed to teach geography through the use of newspapers. In Section 1, "The Local Scene," the instructional activities help students to learn about the Kansas City metropolitan area through collecting news stories and advertisements. Section 2, "The Chiefs Opponents," lists 12 other National Football League (NFL) teams and outlines activities that use the newspaper to locate the weather and other items of interest about the metropolitan areas where the teams reside. The final section entitled "Special Projects" gives three bulletin board ideas for tracing the Chiefs' travels throughout the football season, collecting sports cartoons, and gathering information on the other teams. Another project suggests that the students send for the hometown newspapers of other teams to compare sports stories about the games played between the teams and the Chiefs and to review other features within the newspapers. A list of the addresses for all of the NFL city newspapers is included. (DJC)

Galfo, Armand J.
Secondary Students' Understanding of NATO and the Warsaw Pact: The Educational Implications of Research Conducted in Three NATO Nations.
PUB DATE- 88

NOTE- 76p.; One of the studies reported was funded by the U.S. Institute of Peace and the Joint Fulbright-Kommission of the Bundesrepublic (West Germany) and the United States.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Needs; *Knowledge Level; Research Projects Secondary Education; *Secondary School Students; Social Studies
IDENTIFIERS- *North Atlantic Treaty Organization; United Kingdom; Virginia; *Warsaw Pact; West Germany
Three research projects were conducted over a three year period among secondary school students in the United Kingdom, the United States (Virginia), and West Germany in order to determine students' understanding the 40-year confrontation between the North Atlantic Treaty Organization (NATO) and the Warsaw Pact. These studies included 1991 students and 136 secondary school staff members and focused on the students' general knowledge levels concerning these organizations' histories and their attitudes toward these alliances. Chapter 1 provides a literature review, and chapter 2 briefly describes the United Kingdom study. Chapters 3 and 4 discuss the Virginia and West Germany studies in detail, while chapter 5 suggests some educational implications of and recommendations from the study. Findings indicate that: (1) students' knowledge of modern history is directly related to the extent to which topics are linked to current events and controversies; (2) students at upper secondary school levels can be stimulated to critically study controversial issues; (3) most students, who are taught using a chronological approach, have little knowledge about this topic; and (4) student knowledge levels about this topic might increase if the topic were taught by using a current events and issues approach. Tables are included. (Author/JH

ED 300 352 SP 030 657

Gilman, David A.
Teachers Teaching Teachers: A Study in Staff Development for Improving Teacher Effectiveness.
Indiana State Univ., Terre Haute. Professional School Services.
SPONS. AGENCY- North Spencer School Corp., Dale, IN.
PUB DATE- Jul 88
NOTE- 48p.; For related documents, see SP 030 656-659.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; *Collegiality; Elementary Secondary Education; *Peer Teaching; Self Evaluation (Individuals); *Student Evaluation of Teacher Performance; *Teacher Attitudes; *Teacher Effectiveness
IDENTIFIERS- *Teachers Teaching Teachers
The purpose of this study was to determine the effects of Teachers Teaching Teachers, a peer coaching program, upon public school educators' attitudes toward various professional and personal factors. A total of 49 educators participated from November, 1987 to May, 1988. At the conclusion of the study, tests were administered to all participants. Two attitude surveys were also administered to students to determine their perception of their teacher's effectiveness. The mean scores were compared to determine the project's effectiveness. The results indicated gains in eight of the 11 tests but none were statistically significant. The three decreases also were not significant. The program appears to be most effective in the area of collegial support and in increasing the students' (grades 5-12) perception of their teachers' effectiveness. Data are displayed in tables and the questionnaires are appended. (Author/JD)

ED 300 369 TM 012 031

Miller, Wendy J.
Focus Group Study of Teachers' Perceptions of the Instructional Program for Reading Language Arts and Instruction in Mathematics Curricula.
Montgomery County Public Schools, Rockville, Md. Dept. of Educationa Accountability.
PUB DATE- Mar 87
NOTE- 96p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- County School Districts; *Curriculum Evaluation; *Educational Planning; Elementary Education; *Elementary School Mathematics; Elementary School Teachers; Intermediate Grades; *Language Arts; Primary Education; Program Evaluation; Reading Instruction; Recordkeeping; School Administration; *Teacher Attitudes; Testing
IDENTIFIERS- *Focus Group Assessment; *Montgomery County Public Schools MD; Study Groups
This report summarizes the activities and findings of a focus grou study of teachers' perceptions of the Montgomery County (Maryland) Public Schools instructional program in reading language arts and the instructional system in mathematics. Two groups were organized to provide information to the school program planners to help them in revising and refining the curricula. A total of 33 primary, 31 upper elementary, and 20 J/I/M (junior high/intermediate level/middle school level) teachers participated in the 8 focus groups (43 teachers discussed reading language arts, and 42 discussed the mathematics instructional system, with 4 groups of 8-12 participants discussing each of the areas). Questions addressed by the group concern problems that the curricula may have due to an overly prescriptive orientation, heavy demands on teacher time, and lack of support for teachers in the form of staff training and assistance and materials. Group findings for the two curriculum program cover teachers' perceptions of the overall program, planning, testing, administrative supports, recordkeeping, and collaboration. Copies of the focus group discussion guides and a discussion of the methodology for conducting the focus groups are appended. (TJH)

ED 300 397 TM 012 372

Hambleton, Ronald K.; And Others
New Testing Methods to Assess Technical Problem-Solving Ability.
SPONS. AGENCY- Air Force Human Resources Lab., Alexandria, Va. Manpower Development Div.; Human Resources Research Organization, Alexandria, Va.
PUB DATE- 15 May 88
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Figure 2 contains small/marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Tests; Aircraft Pilots; *Computer Assisted Testing; *Occupational Tests; Personnel Evaluation; *Problem Solving; *Technical Occupations; *Test Construction; Testing; Test Validity
IDENTIFIERS- *Air Force; Diagnostic Achievement Tests
Tests to assess problem-solving ability being provided for the Air Force are described, and some details on the development and validation of these computer-administered diagnostic achievement tests are discussed. Three measurement approaches were employed: (1) sequential problem solving; (2) context-free assessment of fundamental skills and knowledge; and (3) constrained tasks. Computer administration was chosen for its advantages of: (1) dynamic control; (2) variable response mode; (3) capturing responses and scoring; and (4) test security. Disadvantages were considered to be outweighed by these aspects. The Diagnostic Achievement Tests consist of Part I, a computerized sequential problems test, and Part II, the Enabling Skills Test (an independent assessment of each skill). Subtests are discussed briefly, and the 15-step process of test development is summarized. Special problems in the development of these specific tests are discussed, including excessive test length, glitches in the computer software, and flaws in the test orientation and approach to obtaining airmen's hypotheses about the locations of faults as they work through the problems. Since initial pilot testing was informative and supportive, validity studies will be done. Four figures support the process description. (SLD)

ED 300 495 UD 026 491

Stedman, James B.; And Others
Dropping Out: The Educational Vulnerability of At-Risk Youth. CRS Report for Congress 88 417-EPW.
Library of Congress, Washington, D.C. Congressional Research Service.
PUB DATE- 24 May 88
NOTE- 109p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; *Dropout Characteristics; Dropout Research; Dropouts; Educational Policy; Federal Government; Females; Grade 10; *High Risk Students; *High School Students; Hispanic Americans; Longitudinal Studies; Males; Minority Groups; *Potential Dropouts; *Racial Differences; Secondary Education; *Sex Differences; *Social Differences; Socioeconomic Background; White Students
IDENTIFIERS- High School and Beyond (NCES); Hispanic American Students; Policy Implications
This study investigates the role of background characteristics and in-school and out-of-school experiences on public high school dropout rates using data on the 1980 sophomore class from the High School and Beyond Survey. Major findings include the following: (1) dropping out of high school is a complex phenomenon, influenced by an interaction of socioeconomic background characteristics and in-school experiences; (2) some groups of students are more at-risk of dropping out than others, but dropping out appears to be widespread; (3) students in at-risk groups appear to be more vulnerable, both negatively and positively, to in-school experiences than other students; (4) being above the modal age of classmates, and being enrolled in the academic track have the most consistent impact on educational success; (5) early family formation has the most serious negative educational consequences. Implications for the development of federal policies are discussed. Statistical data are included on 18 tables and 13 graphs. The appendices include the following: (1) a description of the High School and Beyond Survey; (2) a discussion of the technical approach used in this report; (3) supplementary tables; (4) description of outcomes, at-risk factors, and high school experiences; and (5) definitions of occupation categories. (FMW)

ED 300 183 RC 016 802

Barwick, Woody J.
An Innovation Education Program: Forward in the Fifth.
PUB DATE- Oct 87
NOTE- 12p.; In: Education in Appalachia. Proceedings from the Conference; see RC 016 800.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; College School Cooperation; *Dropout Prevention; Dropouts; *Economic Development; *Educational Development; Educational Finance; *Educational Innovation; Educational Quality; Elementary Secondary Education; Grants; School Business Relationship; *School Community Relationship
IDENTIFIERS- Appalachia; Education Economy Relationship; *Kentucky
This paper discusses dropout prevention and "Forward in the Fifth," an innovative program for school development in the Fifth Congressional District of southern Kentucky. The program focused on formation of a support group that could give school systems sustained financial and educational support from community and business leaders. Local groups formed to attack the dropout problem of the Fifth District, which was rated in 1980 as the lowest in educational achievement of any in the country. Small-grant programs encouraged teachers to try new ways of motivating students. Administrators and teachers met to exchange ideas. Colleges and universities formed a consortium to raise the number of college-goers among high school graduates. Substantial grant money was acquired. "Forward in the Fifth" was born at a 1986 conference among district leaders, who linked development of economic opportunities and improved education. Conference participants carried the program throughout southern Kentucky communities. The document includes a timeline of events that marked the progress of the "Forward in the Fifth" program. A study of Fifth District educational attitudes made by the Mountain Association for Community and Economic Development (MAECD) is discussed. MAECD reported: the need to understand that Fifth District students are as smart as anyone else, even though educational quality lags; that people there care about education; and that people understand educational improvement is a task for everyone, not just educators and professionals. MAECD also learned that political patronage with its attendant low standards, perceived by many as one of the greatest obstacles to improving education. (TES)

ED 300 196 RC 016 818

Dana, Richard H.; And Others
Personality Assessment of Rosebud Sioux: A Comparison of Rorschach, Millon Clinical Multiaxial Inventory and 16PF Reports.
PUB DATE- 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *American Indians; *Cultural Differences; Objective Tests; Psychological Studies; *Psychological Testing; Testing Problems; *Test Reliability; Test Use; *Test Validity
IDENTIFIERS- *Culture Specific Testing; *Native Americans
Three standard assessment instruments (Rorschach, Millon Clinical Multiaxial Inventory and 16PF) were administered to 12 participating Rosebud Sioux Indians--6 males, 6 females. Reports were generated for each instrument. Consensual and unique concepts contained in all the reports were analyzed in order to describe the contents. Six judges, all residents of the reservation and either college employees or social agency personnel attempted to match the participants with their reports. The judges may not have known all of the participants intimately, but they were well acquainted with the facts of their lives. Two general questions were explored: (1) can people who are acquainted with all participants identify them from their reports; and (2) what are the similarities and differences in report content among the three instruments. Only two judges were able to identify reports with significant accuracy, suggesting that assessors should be wary of their conventional assessment instruments as applied to Native Americans. The report suggests that the instruments are not sufficiently sensitive to themes concerning particular tribes and cultures; social etiquette of assessment interaction; and to an underlying genocidal theme of white-Native American assessment confrontations. The paper concludes that psychological tests might be made more culturally specific and that objective tests require local and tribal norms for Native Americans. Cautious use of assessment instruments is recommended until training in culture-specific administration and interpretation of projective techniques is available and local tribal norms have been provided for objective tests. 19 references, 4 tables. (TES)

ED 300 209 SE 049 704

Middle Schools with Grades 7-8 Science Education Program Evaluation Guide. SY88-89. Edition One Revised.
SPONS. AGENCY- Dependents Schools (DOD), Washington, DC. Pacific Region.
PUB DATE- Sep 88
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary School Science; Elementary Secondary Education; Formative Evaluation; *Junior High Schools; *Middle Schools; Models; Program Effectiveness; *Program Evaluation; Program Improvement; Science Education; *Science Programs; Science Teachers; *Secondary School Science; Summative Evaluation
IDENTIFIERS- Dependents Schools Pacific Region

This is a checklist for use by science coordinators, school principals, science supervisors, and teachers in identifying strengths and weaknesses of science programs in grades seven through eight. It can also be used by science coordinators during school visits. This guide contains space for recording information concerning: school name and country; visitation date(s) and number; purpose(s) of visit; name(s) of individual(s) with whom briefing was held and recommendations; teachers, specialists, and administrators visited; observations of science program management; science budget; library and media center; computer program in science; science curriculum guides; schoolwide action plan; teaching staff; adopted textbooks; science and teacher inservice programs; science courses; science teaching staff; science laboratories; and student handbook/course description guides. To aid the user, a list of references cited in context is provided in the appendix. These supporting documents include: (1) a memorandum on quality program indicators; (2) an administrator's guide; (3) science objectives; (4) approved textbook listing; (5) 7-12 sequential learning guide; (6) applicant evaluation guide; (7) middle school standards; (8) course titles and student information; (9) definitions of science laboratories; and (10) schoolwide action plan instructions. (CW)

ED 300 382 TM 012 176

Rothfarb, Sylvia H.; And Others
Evaluation of the Bilingual Curriculum Content (BCC) Pilot Project: A Three Year Study. Final Report.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Apr 87
NOTE- 137p.; For first interim report, see ED 283 845.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Bilingual Education Programs; *Cohort Analysis; Content Analysis; *Curriculum Evaluation; Elementary School Students; Grade 1; Grade 2; Hispanic Americans; Instructional Effectiveness; Kindergarten; Language of Instruction; *Limited English Speaking; *Longitudinal Studies; Pilot Projects; Primary Education; Principals; *Program Evaluation; Spanish Speaking; Teacher Response
IDENTIFIERS- *Dade County Public Schools FL
A three-year longitudinal study of bilingual curriculum content (BCC) was initiated in the 1983-84 school year to assess alternative strategies for teaching curriculum content to Limited English Proficient (LEP) students in Dade County (Florida) Public Schools. The BCC strategy (in which content subjects are taught bilingually) was contrasted with a control strategy (in which students are taught in English). LEP kindergartners of Hispanic origin (Cohort I--52 BCC and 58 No-BCC) were followed through second grade. A follow-up group of first graders in 1984 (Cohort II--80 BCC and 58 No-BCC) was also studied. Six BCC and six No-BCC schools participated; six BCC and six No-BCC kindergarten teachers each were in Cohorts I and II. Implementation and survey data from teachers and principals, and classroom observations were analyzed. Achievement test results for both cohorts showed no discrimination pattern of achievement between BCC and No-BCC students. Comparable academic progress in grades 1 and 2 was achieved with or without BCC. It is recommended that the program be substantially modified or replaced to change time allocations and teaching content. The program should also be evaluated in the intermediate grades. Appendices include the implementation instruments and surveys, the pilot project guidelines, and 15 tables of test results. (SLD)

ED 300 411 TM 012 402

Preiss, Raymond W.
Meta-analysis: A Bibliography of Conceptual Issues and Statistical Methods.
PUB DATE- 88
NOTE- 28p.; For a related document, see TM 012 387.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Research; Higher Education; *Meta Analysis; *Research Methodology; *Resource Materials; Statistical Analysis
IDENTIFIERS- Conceptual Models
The usefulness of meta-analysis in summarizing domains of primary research has led to widespread use of the techniques. Often, however, the researcher will have several options when cumulating empirical studies and readers will have questions regarding judgment calls made during a meta-analysis. In these cases, it is helpful to consult the primary literature on meta-analytic theory and practice. Reported here are over 160 articles and papers divided into two bibliographies: (1) conceptual issues; and (2) statistical issues. The bibliographies are discussed in terms of conducting a meta-analysis and teaching research methods. Both bibliographies trace the evolution of meta-analytic procedures in order to highlight the intellectual dialog surrounding the practice. The bibliography as a whole may prove valuable to teachers of graduate and undergraduate research methods courses, and may be used as a teaching tool by alerting students to the conceptual similarities of diverse statistical methods. (Author/SLD)

ED 300 425 TM 012 426

Ligon, Glynn; Jackson, Elaine E.
The Policy-Practice LOOP in Practice.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-87.28
PUB DATE- Apr 88
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Uses in Education; *Educational Planning; Educational Policy; Elementary Secondary Education; *Evaluation Methods; Evaluation Utilization; Instructional Improvement; *Online Systems; Organizational Objectives; *Policy Formation; Research Utilization
IDENTIFIERS- Austin Independent School District TX; *Linking Outcomes to Organizational Planning; Status Reports
The Linking Outcomes with Organizational Planning (LOOP) process, initiated in 1984 in the Austin (Texas) Independent School District (AISD) is described. Focus is on the successful conversion to on-line computer updates and the development of a training package for key staff on writing status reports. LOOP is a nine-step process for integrating research, evaluation, and less formal findings into the planning and instructional cycle. The nine steps are: (1) identifying findings for improving instruction; (2) establishing a goal for improvement; (3) assigning a key staff member to manage progress; (4) having the key staff member work with others as appropriate; (5) providing outcomes and activities; (6) updating computer files with progress reports; (7) providing printed updates and continuous information; (8) monitoring of each goal by the Superintendent and staff; and (9) providing data for the District, community, and state. The use of the on-line computer system has greatly simplified the LOOP process. The program is considered a qualified success; it is most useful to the superintendent, and least attractive to the staff. Attachments include memoranda on 1986-87 priorities for AISD and a sample LOOP procedure for improving student performance in elementary mathematics on the Texas Educational Assessment of Minimum Skills.

(SLD)

ED 300 439 TM 012 480

Fitz, Don; Simon, Judith
The Effect of Discontinuing Therapeutic Services on the Behavior of Nursing Home Residents.
PUB DATE- Oct 87
NOTE- 14p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Change; Comparative Analysis; *Geriatrics; Gerontology; Medical Services; *Nursing Homes; *Older Adults; Psychological Services; Psychotherapy; *Termination of Treatment; *Therapy
IDENTIFIERS- Missouri; Project Adapt
Because of administrative difficulties, therapeutic services provided at a nursing home by Project Adapt, through the St. Louis (Missouri) Regional Community Placement Program, were discontinued. At 2-month intervals, from June through December, 1986, 10 residents from the home where services were discontinued were compared with 10 and 15 residents at homes with continuous therapeutic programming, including individualized treatment plans (ITPs). Frequency comparisons and analysis of variance showed that behavioral changes resulting from continued psychogeriatric programming included improvement of a larger number and deterioration of a smaller number of clients. These changes were seen in behaviors that appeared more frequently in ITPs, but were related to facility-wide effects and not to the presence or absence of goals on particular ITPs. Two tables present study data, and the Client Observation Checklist is appended. (SLD)

ED 300 454 TM 012 504

Kingston, Neal M.
The Effect of Scoring Instructions and Item Type on Lower Asymptotes in the Three-Parameter Logistic Model.
PUB DATE- Mar 85
NOTE- 16p.; An earlier version of this paper presented at the Meeting of the National Council on Measurement in Education (San Francisco, CA, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *College Entrance Examinations; Guessing (Tests); Higher Education; *Item Analysis; *Scoring; Testing Problems; *Verbal Tests
IDENTIFIERS- Antonyms; Asymptotic Distributions; *Graduate Record Examinations; *Rights and Formula Scoring; Test Instructions; Three Parameter Model
This research investigated the effect on estimated lower asymptotes of the instructions to Graduate Record Examination (GRE) examinees about how the test would be scored. This effect was assessed for four different verbal item types (analogies, antonyms, sentence completion, and reading comprehension) using a two-way, unweighted means analysis of variance on estimated c-parameters--the probability that an extremely low ability examinee will get the item correct (chance probability). The LOGIST program was used to estimate item and person parameters for the GRE administered under formula-scoring and right-scoring instructions. Sample sizes ranged from 2,900 to 4,800. It was thought that the probability of a correct response by low ability examinees might systematically differ under rights- and formula-score instructions; this did not occur. It was also thought that the mean c-parameters might vary by item type; this did occur. Most notably, despite much evidence that estimated c's are typically considerably less than the reciprocal of the number of choices for the item, one item type--antonyms--was identified for which this is not so. It is recommended that these findings be taken into account when estimating item parameters. Four data tables conclude the document. (Author/TJH)

ED 300 468 UD 025 998

How The Poor Would Remedy Poverty.
Coalition on Human Needs, Washington, DC.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 87
NOTE- 115p.
AVAILABLE FROM- Coalition on Human Needs, 1000 Wisconsin Avenue, N.W., Washington, DC 20009 ($10.95 plus $1.00 handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Differences; Economically Disadvantaged; *Employment Opportunities; Federal Programs; Government Role; Job Applicants; Job Development; Job Training; *Low Income; *Poverty; *Poverty Areas; *Poverty Programs; Regional Characteristics; *Welfare Services
IDENTIFIERS- District of Columbia; North Carolina; Pennsylvania (Aliquippa); Texas (San Antonio)

Between the summers of 1986 and 1987, the Coalition on Human Needs interviewed 202 low income people to learn about their experiences with employment, education, their families, and various government programs. The interviewees showed a higher level of participation in the paid labor force than was predicted. According to those interviewed, the most important thing the government can do is to ensure that jobs are available. Most of the jobs that poor people now hold are the most marginal in terms of security, pay, benefits, and opportunity for advancement. Persons interviewed made wide use of the 15 cash benefit programs and 22 service oriented programs about which they were questioned. No single program, however, could be considered a total solution for everyone or any single family. Fifty-eight percent said they needed education, training, or both to obtain the kind of jobs they wanted or needed to support their families. Responses related to jobs and training varied somewhat in emphasis from place to place. Regional studies of the following areas are discussed: (1) Northeastern North Carolina; (2) Aliquippa, Pennsylvania; (3) San Antonio, Texas; and (4) Washington, D.C. Recommendations included increased job and training opportunities, increased public assistance and changes in processing applicants and delivering benefits, better enforcement of child support laws, and crisis management training for caseworkers. (BJV)

ED 300 481 UD 026 460

Abrahamse, Allan F.; And Others
Teenagers Willing To Consider Single Parenthood: Who Is at Greatest Risk?
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
REPORT NO.- RAND-N-2707-HHS/NICHD
PUB DATE- Feb 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- Adolescents; Antisocial Behavior; Blacks; Cohort Analysis; Depression (Psychology); Early Parenthood; *Females; *Grade 10; High School Students; Hispanic Americans; Mothers; *Pregnancy; Racial Differences; Secondary Education; Single Students; Social Attitudes; *Student Attitudes; Student Educational Objectives; *Unwed Mothers; Values; Whites; Youth Problems
IDENTIFIERS- High School and Beyond (NCES)
Analysis of data from the High School and Beyond panel study indicates that the willingness to consider single motherhood can be linked to the following: (1) nonconforming behavior; (2) educational opportunity costs; and (3) for whites and Hispanics, depression. This report examined 13,061 females from the 1980 sophomore cohort who responded to the baseline study in 1980 and to the 1982 follow-up and who were neither married nor were parents at the baseline study. A total of 342 of these women had become single mothers by 1982. The 3,293 women who claimed in 1980 that they might consider having a child out of wedlock are compared with their peers who rejected the idea. Findings include the following: (1) 41 percent of the Blacks, 29 percent of the Hispanics, and 23 percent of the non-Hispanic Whites said they either would or might consider single motherhood; (2) young Black women were more likely to consider single motherhood than were Whites or Hispanics; (3) respondents who ranked high on a scale of problem behavior were more willing to do so; (4) the higher the respondent's educational expectations, the lower their willingness to become a single mother; and (5) those Whites and Hispanics who reported several instances of depression in the last month were more likely to consider single motherhood. Statistical data are included on three tables and four graphs. A brief list of references is also included. (FMW)

ED 300 508 UD 026 506

Chamberlain, Ed
Education Consolidation and Improvement Act--Chapter 1: Final Evaluation Report, Neglected and Delinquent Program.
Columbus Public Schools, OH. Dept. of Evaluation Services.
REPORT NO.- EVALSRVS/PS05/RPT505F88
PUB DATE- Jul 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Neglect; *Compensatory Education; *Delinquency; *Disadvantaged Youth; Elementary Secondary Education; Enrollment; *Institutionalized Persons; Males; Minority Group Children; Racial Composition; Remedial Mathematics; *Remedial Programs; Remedial Reading; Secondary School Students; *Urban Schools
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1
This report recommends that the Neglected and Delinquent (ND) Program of the Columbus (Ohio) Public Schools, funded by the Education Consolidation and Improvement Act Chapter 1, be continued in the 1988-89 school year because the program provides a needed service to pupils in exceptional circumstances. The ND Program is designed to provide classroom and tutorial services in language development and mathematics for pupils in eligible facilities for the neglected and delinquent. During the 1987-88 school year, there was one full-time ND reading teacher at Rosemont School and 10 part-time tutors providing services in 8 other institutions. Evaluation was based on the number of pupils served and the length of that service. Major findings include the following: (1) a total of 150 pupils were served for an average of 3.5 hours of instruction per week; (2) 17 pupils were in grades 1 through 5, and 133 pupils were in grades 6 through 12; (3) average daily membership was 52.7; (4) average days of enrollment per pupil was 43.2; (5) average days of attendance per pupil was 30.2; (6) pupil mobility was very high due to varying lengths of time assigned to the institutional facilities served; (7) 45 pupils were females, and 105 were males; (8) 83 pupils were non-minority, 63 were Black, two were Hispanic, and two were Oriental; and (9) minorities composed 44.7 percent of the pupils served. Statistical data are included on two tables. A copy of the Pupil Data Form, the data collection instrument, is included in an appendix. (FMW)

ED 300 226 SE 049 722

Dallow, Kenneth; And Others
Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Experimental. Level 5 Answer Key.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- Curric-06-6005-2; ISBN-1-55839-005-7
PUB DATE- 88
NOTE- 212p.; For Teachers Manual Level 5, see ED 256 593-594.
AVAILABLE FROM- Bureau of Supplies, CIMS, 44-36 Vernon Blvd., Long Island City, NY 11101 (included with teachers manual when purchased from CIMS; $5.00 for answer key alone).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Answer Keys; Curriculum Guides; *Elementary School Mathematics; *Grade 5; Intermediate Grades; Mathematics Curriculum; *Mathematics Instruction; *Teacher Developed Materials; Worksheets
IDENTIFIERS- New York City Board of Education
This document is the answer key for level 5 of the teacher-developed mathematics curriculum for New York City schools. Over 250 performance objectives are listed, with reference to the appropriate worksheet(s) for each. The answers are typed in the appropriate space on each sheet; when varied answers are possible, this is noted. (MNS)

ED 300 302 SO 019 401

French, Richard
Culture and Commerce: The Reinvention of Competition.
Quebec Dept. of Communications, Quebec.
PUB DATE- 14 May 88
NOTE- 20p.; Paper presented at the meeting of the American Forum on Education and International Competence (St. Louis, MO, May 14, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Competition; *Culture Conflict; Economics; English; Foreign Countries; Mass Media; *Mass Media Effects; *Popular Culture

This paper presented by the Quebec (Canada) Minister of Communications contends that until the 1900s the cultural essence of a particular western country was found in its folk-tales, folk-songs, and the daily activities of ordinary people. The growth of the electronic and mass media has industrialized popular culture, and large-scale passive consumption of the electronic media has displaced community-based religious ceremonies, amateur performances, and music halls as the heart of common cultural experiences. Technological advances have steadily improved the quality and accessibility of movies, music, and other cultural industries over the years and have promoted English as a universal language. While people in other cultures prefer domestically-produced programs, U.S. industries are able to export films and television series at costs lower than other countries can produce domestic products. Consequently, U.S. culture is being forced on other cultures. The secularism and materialism of North American culture, however powerfully reinforced by mass media, are emphatically not the foundations of an emerging global culture by which other societies should be measured. (JHP)

ED 300 318 SO 019 432

Carey, Helen H.; Greenberg, Judith E.
C-Span in the Classroom. Teacher's Guide.
National Cable Satellite Corp., Washington, DC.
SPONS. AGENCY- International Business Machines Corp., New York, N.Y.
PUB DATE- 88
NOTE- 21p.; Some text may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Audiovisual Instruction; *Cable Television; Citizenship Education; Curriculum Enrichment; Economics Education; Law Related Education; Public Speaking; Secondary Education; *Skill Development; Social Studies; Television Viewing; United States Government (Course)
IDENTIFIERS- *CSPAN; Global Studies
This teacher's guide is designed to show how Cable-Satellite Public Affairs Network (C-SPAN) can be used as a primary source in the secondary education classroom to teach citizenship education for concept and skill development. Subject areas that C-SPAN can supplement are global education, government, public speaking, economics education, law education, and comparative government. While using C-SPAN as a classroom resource, students will: (1) build their vocabulary; (2) develop better listening skills; (3) enhance oral and written skills; (4) develop decision-making skills; (5) acquire knowledge of current events; and (6) develop critical thinking skills. Some suggested learning activities are provided. The role of a school's media center and tips for C-SPAN viewing and use are also discussed. (DJC)

ED 300 336 SO 019 732

Hunter, Kathleen
Heritage Education in the Social Studies. ERIC Digest EDO-SO-88-10.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SO-88-10
PUB DATE- Nov 88
NOTE- 4p.

CONTRACT- RI88062009
AVAILABLE FROM- Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Core Curriculum; Curriculum Development; Elementary Secondary Education; *Interdisciplinary Approach; Local History; North American Culture; *Social Studies; State History; United States History
IDENTIFIERS- ERIC Digests; *Heritage Education
This ERIC Digest discusses heritage education in terms of: (1) wh it is; (2) why it belongs in the core curriculum; (3) how it relates to social studies education; and (4) the qualities of exemplary heritage education programs. Heritage education is defined as an approach to teaching and learning about history and culture that uses information available from the material culture and the human and built environments as primary instructional resources. As part of schools' core curricula, heritage education supports U.S. unity and emphasizes the rich diversity of the U.S. population. The best method of including heritage education in the curriculum is to integrate it into existing curriculum patterns. This digest lists the National Trust for Historic Preservation's (Washington, D.C.) nine qualities of exemplary programs and references, including ERIC resources. (JHP)

ED 300 242 SE 049 757

Biological Science: An Ecological Approach. BSCS Green Version. Teacher's Resource Book and Test Item Bank. Sixth Edition.
Biological Sciences Curriculum Study, Colorado Springs.
REPORT NO.- ISBN-0-8403-4183-0
PUB DATE- 87
NOTE- 385p.; For Student Study Guide, see SE 049 755; Teacher's Edition, see SE 049 756. Drawings may not reproduce well.
AVAILABLE FROM- Kendall/Hunt Publishing Company, 2640 Kerper Blvd., Dubuque, IA 52001 ($29.90).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biological Sciences; Courseware; Educational Resources; Instructional Materials; Laboratory Procedures; Reference Materials; *Resource Materials; *Science Activities; Science Education; Science Experiments; Science Materials; *Secondary School Science; *Teaching Guides; Test Items; *Tests
IDENTIFIERS- *Biological Sciences Curr Study Green Version
This book consists of four sections: (1) "Supplemental Materials"; (2) "Supplemental Investigations"; (3) "Test Item Bank"; and (4) "Blackline Masters." The first section provides additional background material related to selected chapters and investigations in the student book. Included are a periodic table of the elements, genetics problems and solutions, and background information on acquired immune deficiency syndrome (AIDS). The second section includes 17 investigations that can be used in addition to or in place of investigations in the student book. The investigations have been placed in approximate order of their relevance to the chapters. Each investigation contains a list of materials, procedures, and discussion questions. The next section contains more than 2,000 multiple-choice test items, arranged according to the chapters in the Biological Sciences Curriculum Study (BSCS) Green Version textbook. The final section contains blackline masters that can be copied for students to use as worksheets or to make overhead transparencies. (CW)

ED 300 258 SE 050 102

Moxley, Roy A.; And Others
Improving Instruction with Self-Recording and Discussion: Action Science in the First Grade.
PUB DATE- 88
NOTE- 27p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Data Collection; *Elementary School Mathematics; *Feedback; Grade 1; Mathematics Education; *Mathematics Instruction; Primary Education; *Recordkeeping; Science Education; *Teacher Response; Teaching Methods; *Teaching Skills
The needs of the teacher who seeks successful practical action are different from the needs of the scientist seeking truth. Distinctions made in action science bring out this difference. Action science emphasizes an integration of personal knowledge and social discourse along with objective data in cycles of planning, acting, and fact-finding about the results of the action. Practical ways for teachers to implement these features are discussed. In particular, methods of making it easier to obtain objective data by means of self-recording are presented in some detail. Two examples of field projects in the first grade mathematics illustrate how this works. (The first example presents a record that justifies keeping and repeating one of the teachers' strategies. The second example presents a record that indicates a change was needed and how the change turned out.) (Author/YP)

ED 300 273 SE 050 123

Annual Review of Environmental Education. First Issue 1987.
Council for Environmental Education, London (England).
PUB DATE- Dec 87
NOTE- 59p.; Drawings and photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)
DESCRIPTORS- *College Science; *Conservation (Environment); Elementary School Science; Elementary Secondary Education; *Environmental Education; *Global Approach; Government Role; Higher Education; Industry; *Research and Development; Science Education; Secondary School Science; Serials; Workshops

This document is the first issue of an annual journal produced by the Council of Environmental Education. It was designed to monitor the health of environmental education, help build coherence, identify gaps and issues, provide an evaluative review of the field, and present developments and practices in the field. Contained in this volume are editorials, reviews of the year, six research reports, aspects and developments, reports for member organization, two case studies, opinions and reflections, two articles on educational developments affecting environmental education, international developments, and book reviews. The scope of the articles in this issue is wide, and includes global issues, international conferences, local issues and strategies, and industrial involvement. (CW)

ED 300 353 SP 030 658

Gilman, David A.; Sommer, Jeanne
The Summative Evaluation. Teachers Teaching Teachers. A Project in Staff Development for Improving Teacher Effectiveness.

Indiana State Univ., Terre Haute. Professional School Services.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis.; Vigo County School Corp., Terre Haute, Ind.
PUB DATE- Aug 88
NOTE- 31p.; For related documents, see SP 030 656-659.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; Collegiality; Elementary Secondary Education; *Peer Teaching; *Program Evaluation; *Staff Development *Student Attitudes; *Teacher Attitudes; Teacher Effectiveness
IDENTIFIERS- *Teachers Teaching Teachers

The purpose of this study was to determine the effects of Teachers Teaching Teachers, a peer coaching program, upon public school educators' attitudes toward various professional and personal factors. A total of 27 educators participated from November, 1987 to May, 1988. At the conclusion of the study, tests were administered to all participants. Two attitude surveys were also administered to students to determine their perception of their teacher's effectiveness. A TESA Program Evaluation Survey was also administered to the participants. The mean scores were compared to determine the project's effectiveness. The results indicated that the teachers were performing the objectives of the program as demonstrated by the post test scores. The program appears to have been effective in improving teacher attitude, enhancing collegial support, and in increasing the students' perception of their teachers' effectiveness. Project participants indicated general approval of the project and the instruction they received. They were less enthusiastic about lessons on higher level questions, touching, and desisting. Statistical data from the study are displayed in tables and a copy of the questionnaire is appended. (Author/JD)

ED 300 398 TM 012 373

Hambleton, Ronald K.; Rogers, H. Jane
Detecting Biased Test Items: Comparison of the IRT Area and Mantel-Haenszel Methods.
PUB DATE- Apr 88
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; High Schools; High School Students; *Item Analysis; *Latent Trait Theory; *Statistical Bias; *Test Bias; Test Construction; Test Items; White Students
IDENTIFIERS- *Item Characteristic Curve Area; *Mantel Haenszel Procedure; Native Americans; New Mexico High School Proficiency Examination
The agreement between item response theory-based and Mantel Haenszel (MH) methods in identifying biased items on tests was studied. Data came from item responses of four spaced samples of 1,000 examinees each--two samples of 1,000 Anglo-American and two samples of 1,000 Native American students taking the New Mexico High School Proficiency Examination in 1982. In addition, a matched group analysis was conducted using a third sample of 650 Native Americans and 650 Anglo Americans. The item characteristic curve area and the MH methods were used. The consistency of classification of items into biased and not-biased was in the 75 to 80% range for both methods. When the unreliability of item bias statistics was taken into account, both methods gave similar results. Discrepancies between methods were due to bias from intersections of item characteristic curves and the choice of interval over which item bias was defined. The Mantel-Haenszel method, with a minor modification or two, provides an acceptable approximation to the item response theory based methods. Five data tables and eight graphs show study results. (Author/SLD)

ED 300 412 TM 012 405

Stolworthy, Reed L.
Preservice Teacher Education Assessments: Testing the Null Hypothesis.
PUB DATE- 1 Jul 88
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Analysis of Variance; Educational Assessment; Higher Education; *Hypothesis Testing; *Preservice Teacher Education; *Self Evaluation (Individuals); Statistical Analysis; *Student Teachers; Student Teacher Supervisors; *Teaching Skills; Undergraduate Students
IDENTIFIERS- *Null Hypothesis; *Variance (Statistical)
To determine the analysis of variance among different assessments of teaching competencies shown by preservice education students as student teachers, 32 undergraduates certified in 1985 and 42 from 1986 were studied. Data were obtained on their self-evaluations of 25 teaching competencies. Evaluations by their cooperating teachers (35 in fall 1985 and 48 in spring 1986) and university supervisors (34 in fall 1985 and 41 in spring 1986) were also studied. The statistical null hypothesis was that no differences would be found among the means derived from students assessing their own competencies and that no differences would be found among the means of cooperating teachers' evaluations and supervisors' evaluations. The null hypothesis was rejected relative to the assessment of seven competencies and retained for interpreting the statistical meaning of no significant differences in the different assessments of the remaining 18 competencies. Fifty-one tables present study findings. The rating questionnaires are also attached. (SLD)

ED 300 440 TM 012 484

Rock, Donald; Chan, Kaling
Differential Item Functioning Analysis of Math Performance of Hispanic, Asian, and White NAEP Respondents.
National Assessment of Educational Progress, Princeton, NJ.
PUB DATE- Jul 88
NOTE- 14p.; Appendix A is not available because it consists of information not made public; it is not included in the pagination.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Asian Americans; Cubans; Difficulty Level; Elementary Secondary Education; Ethnic Groups; Grade 3; Grade 7; Grade 11; *Hispanic Americans; *Item Analysis; *Mathematics Achievement; Mathematics Tests; Mexican Americans; Puerto Ricans; Test Bias; Test Items; *White Students
IDENTIFIERS- *Differential Item Performance; Mantel Haenszel Procedure; *National Assessment of Educational Progress
The differential item functioning of mathematics performance of Hispanic, Asian, and White students on the National Assessment of Educational Progress (NAEP) was studied, using a modification of the Mantel-Haenszel Procedure. The sample for grades 3, 7, and 11, respectively, included: (1) 1,367, 1,570, and 1,580 Whites; (2) 265, 613, and 760 Asians; (3) 1,238, 1,602, and 1,022 Mexican Americans; (4) 566, 624, and 458 Puerto Ricans; and (5) 292, 347, and 566 Cubans. The data are from the 1985-86 NAEP regular assessment and the NAEP special supplemental study of language minority students. With the exception of third graders, no simple explanation could be offered as to why some items were more difficult or easier for ethnic group members. For the third grade, items with little or no text, involving simple arithmetical operations, were differentially easier for many ethnic group members. Overall, as many items favored the language groups as favored the majority comparison group at each grade level. Four tables summarize the study data. (SLD)

ED 300 496 UD 026 492

The Chairman's Report on the Black Elderly in America: A Report by the Chairman of the Select Committee on Aging, House of Representatives, One Hundredth Congress, Second Session.
Congress of the U.S., Washington, D.C. House Select Committee on Aging.
REPORT NO.- House-Comm-Pub-100-672
PUB DATE- Sep 88
NOTE- 16p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Blacks; Budgeting; Crime Prevention; Federal Legislation; Federal Programs; *Financial Problems; Health Insurance; *Health Needs; Hearings; Housing Deficiencies; *Housing Needs; *Older Adults; Poverty; Quality of Life; Retrenchment; Victims of Crime; *Welfare Services
IDENTIFIERS- Gramm Rudman Hollings Balanced Budget Amendment; Medicaid; Medicare; Older Americans Act 1965 Title IIIB; Supplemental Security Income Program

This report on the status of Black Americans over 65 years of age is based on nine public forums and hearings held in major cities throughout the country in 1986. More than 100 witnesses testified, including senior citizens, professionals in the field of aging, elected officials, government administrators, and directors of service programs. Findings include the following: (1) older Blacks are the poorest of the poor among the elderly; (2) older Blacks suffer more intense health care problems than other Americans; (3) older Blacks have suffered from recent federal budgetary cuts; (4) older Blacks are more likely to inhabit unsuitable housing; (5) older Blacks are more likely to be the victims of crime; and (6) older Blacks are underrepresented in Older Americans Act and other service programs. Key recommendations include the following: (1) reform the Federal Supplemental Security Income standards; (2) establish a mandatory pension system; (3) resist further attempts to cut Medicare and Medicaid coverage; (4) encourage preventive medicine; (5) enact a universal, comprehensive national health insurance program; (6) develop a more balanced method of reducing the Federal deficit; (7) repeal the Gramm-Rudman-Hollings Amendment; (8) provide additional housing units for the elderly; (9) combat crime with preventive techniques; and (10) encourage minority elderly to participate in programs of the Older Americans Act. (FMW)

ED 300 197 RC 016 819

Migrant Onsite Program Review Guide. State of Colorado Education Improvement Program.
Colorado State Dept. of Education, Denver.
PUB DATE- Aug 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Compliance (Legal); *Educational Assessment; Educational Improvement; Elementary Secondary Education; *Field Tests; *Migrant Education; Program Effectiveness; *Program Evaluation; *State Programs; State Surveys
IDENTIFIERS- *Colorado

This program review guide discusses the Colorado Education Improvement Program, a process that enables local school districts and the Colorado Department of Education to provide quality education to Colorado's children, including migrant children. The purposes of the program are: (1) to provide a process for state education officials to supervise public schools; (2) to develop and maintain a school and community partnership for ongoing educational improvement; (3) to help all school districts improve educational opportunities for all state pupils; (4) to guarantee equal access to educational opportunities for every pupil; and (5) to determine compliance with legal requirements. The education program is composed of two elements. One element deals with improvement through technical assistance from the state's Department of Education. The other element centers on compliance monitoring through onsite reviews conducted by state education officials. The compliance review criteria are based on state and federal legal and procedural requirements. Compliance reviews are performed in the administrative offices of the local education agency and include a review of documentation on file, interviews, and the reviewer's general observations. This review guide includes the entire "Migrant Compliance Review Checklist," an assessment tool used by reviewers to assess migrant education in Colorado. Questions on the checklist deal with issues such as: program design and implementation; funds allocation; child and parent participation; school records; needs assessment, and program evaluation practices. (Author/TES)

ED 300 210 SE 049 705

Schlenker, Richard M.
Jars and Water: Controlling Variables in the Study of Sound Using a Data Table and a Computer Data Base.
Dependents Schools (DOD), Washington, DC. Pacific Region.
PUB DATE- Oct 88
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acoustics; *Computer Assisted Instruction; *Elementary School Science; Elementary Secondary Education; Investigations; Mathematical Applications; Physics; *Science Instruction; Scientific Methodology; *Secondary School Science; Sound Effects
This document advances the premise that the scientific method to identify cause-effect relationships is undoubtedly the single most important factor in the geometric expansion of scientific advances evidenced thus far during the 20th century. To understand these advances and to make educated decisions concerning them, the citizenry must be scientifically literate. It is further argued that to be scientifically literate, individuals must understand the scientific process. The materials provide an example of an investigation which employs the scientific method to learn about some aspects of sound. Once data are collected, as a result of student investigation, they are computerized as a method of identifying trends. In the investigation students use active inquiry, group processes and Piagetian principles to determine how various factors interact to produce the pitch one hears. The investigation is an extension of the one where all jar or glass sizes are identical and, therefore, the glass size variable automatically controlled. A set of instructions for developing AppleWorks data base computer files (comprising four-fifths of the document) is attached. (PK)

ED 300 288 SO 019 375

McFarland, Mary
Current Issues in Social Studies Education and NCSS Initiatives.
PUB DATE- 29 Mar 88
NOTE- 14p.; Paper presented at the Meeting of the Association of American Publishers (Alexandria, VA, March 29, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Instruction; Instructional Effectiveness; *Social Studies; Students; Teaching Methods
IDENTIFIERS- *Issues Approach; *National Council for the Social Studies; Society
This paper considers current National Council for the Social Studies (NCSS) concerns, highlights issues about the context and content of social studies, and discusses opportunities for successfully teaching social studies-related courses. The context of social studies education is examined in relation to a profile of students and society, while content is considered in terms of how social studies can best be learned by and taught to students. This document suggests that the combined efforts of scholars, teachers, publishers, and members of professional organizations have been important in identifying social studies issues and determining meaningful initiatives and that a doubling of the NCSS membership since 1984 is an indication of this organization's commitment to address important social studies issues. (JHP)

ED 300 370 TM 012 036

Crisci, Pat E.; And Others
An Achievement Formula for School District Self-Study: An Application of the Effective Schools/Teacher Effectiveness Research to Predict, Monitor, and Enhance Student Achievement.
PUB DATE- 88
NOTE- 25p.; Attachments contain small/marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Aptitude Tests; Attendance; Educational Objectives; Elementary Secondary Education; Grade 4; Grade 7; Grade 10; *Instructional Effectiveness; Leadership; School Districts; *School Effectiveness; *Self Evaluation (Groups); *Student Attitudes; Teacher Attitudes; *Teacher Effectiveness
IDENTIFIERS- *Effective Schools Research; Ohio
Application of the Achievement Formula to three school districts in northeastern Ohio is described. The formula--developed in association with the Effective Schools/Teacher Effectiveness Research Program--is a paradigm for district self-study, whereby elementary and secondary schools analyze student achievement data. Data are displayed on a nontechnical grid according to the prior, predicted, and actual levels of student achievement and student aptitude. The grid allows for simple replication. The discrepancy between the predicted and actual levels is the impetus for examination of the district's overall effectiveness. The study involved 168 fourth graders, 98 seventh graders, and 36 tenth graders. Data collected under the design of the formula covered student achievement, aptitude, attendance, and attitudes. Data on school climate, quality of instruction, teacher expectations, instructional objectives, and instructional leadership were also collected. Project data allow school districts to operationalize the Effective Schools Research and the reform recommendations to improve student achievement. Moreover, field research efforts such as this provide additional support for the results of previous research. The Effective Schools variables correlate with more acceptable levels of student performance. Data collection instruments and data tabulations are appended. (TJH)

ED 300 383 TM 012 190

Neiminen, Gayla; Uguroglu, Margaret
West Northfield District 31 General Evaluation Model and Implementation Guide.
Institute for Educational Research, Glen Ellyn, IL.
PUB DATE- Jun 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; Evaluation Methods; *Models; *Program Evaluation
IDENTIFIERS- *West Northfield District 31 IL
The evaluation model presented here was developed by the West Northfield (Illinois) District 31 Evaluation Committee in collaboration with consultants from the Institute for Educational Research. Based on a review of the literature prepared by the Institute, the guide elaborates on the steps to be taken in conducting an educational program evaluation. The guide divides program evaluation into the following phases: (1) identification of the purpose of the evaluation; (2) description of the current state of the program; (3) review of pertinent literature and survey of current practices; (4) selection of an appropriate evaluation strategy; (5) collection and analysis of data; and (6) summary of findings and recommendations. This guide is intended to be exhaustive of evaluation procedures and activities; thus, it is up to evaluators to select those activities (phases) that are relevant to their evaluation. Selection of evaluators, role of evaluators, and use of control groups are also covered. (TJH)

ED 300 426 TM 012 428

Christner, Catherine; Baenen, Nancy R.
Longitudinal Effectiveness of Prekindergarten Programs: Different Approaches.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-87.24
PUB DATE- Apr 88
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Educationally Disadvantaged; *Evaluation Methods; Evaluation Problems; Language Arts; Limited English Speaking; *Longitudinal Studies; Mathematics Achievement; Outcomes of Education; Preschool Education; *Preschool Evaluation; *Program Effectiveness; Reading Achievement
IDENTIFIERS- Austin Independent School District TX

Two approaches to the study of long-term effects of different prekindergarten (pre-K) programs in the Austin (Texas) Independent School District (AISD) were studied. In one study, limited English proficient (LEP) students attending AISD kindergartens in 1981-82, 1982-83, and 1983-84 were followed to see if those who attended pre-K showed an advantage over those who did not in terms of achievement, retention, special education referrals, and LEP status. The AISD had 260 LEP kindergartners in 1981-82; 195 did not and 65 did attend pre-K. There was no consistent evidence of fewer retentions, lower rates of special education placement, or higher exit rates among the children attending pre-K. Long-term achievement of these pre-K students was not better. It is difficult to see why more positive effects were not seen for this pre-K program, but explanations may lie in the amount of time spent in instruction in English and Spanish. A second approach compared pre-K students from educationally disadvantaged and LEP groups with other students in the AISD at the same grade levels. Difficulties in finding an adequate comparison group limited the usefulness of conclusions. The importance of evaluating the effectiveness of pre-K programs makes better follow-ups imperative. A table showing scores of pre-K versus no pre-K LEP kindergarten students in reading, language and math is attached. (SLD)

ED 300 455 TM 012 505

Kingston, Neal M.; Dorans, Neil J.
Equating of GRE Aptitude Test Scores Using Item Response Theory: Effects of Multidimensionality.
PUB DATE- 82
NOTE- 20p.; Paper presented at the Annual Meeting of the American Psychological Association (1982).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aptitude Tests; *College Entrance Examinations; *Equated Scores; Higher Education; *Latent Trait Theory; *Multidimensional Scaling; *Verbal Tests
IDENTIFIERS- Analytical Tests; Equipercentile Equating; *Graduate Record Examinations; Linear Equating Method
This paper described one part of an item response theory (IRT) feasibility study performed for the Aptitude Test portion of the Graduate Record Examinations (GRE). The dimensionality of the GRE verbal and analytical sections is discussed. The results of six different types of equating of the verbal section and four different types of equating of the analytical section for one form of the test, A, are compared to those of another form of the test, B. Although the absolute robustness of the various types of equating to violations of the assumption of unidimensionality cannot be determined by this research, information about the relative robustness is provided. Two forms of the GRE Aptitude Test were administered in June 1980. For Form A, the IRT analyses were based on a sample of about 3,000 examinees, while linear and equipercentile equatings were based on a sample of about 9,000 examinees. For Form B, the analyses were based on approximately 5,000 and 15,000 examinees, respectively, for IRT and non-IRT analyses. The study results are inconclusive. Simulation studies are recommended to shed light on the effects of multidimensionality on equating. Two data tables and four graphs conclude the document. (TJH)

ED 300 469 UD 026 034

The Door--A Center of Alternatives. Report on Current Activities and Recent Achievements.
International Center for Integrative Studies, New York, N.Y.
PUB DATE- Jan 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Alcoholism; Athletics; *Counseling; Creative Art; Crisis Intervention; Drug Abuse; Early Parenthood; Food Service; Health Programs; *High Risk Persons; Job Placement; Legal Aid; Mental Health Programs; Physical Disabilities; Remedial Instruction; *Social Services; Urban Programs; *Urban Youth; Vocational Education; Youth Problems; *Youth Programs
IDENTIFIERS- *Door Youth Center NY; New York (New York); Perinatal Education

The Door is a youth center in New York, New York, that has the capacity to respond to a myriad of adolescent needs and problems. Over the past 15 years it has serviced over 100,000 teenagers, 53.4 percent of whom were Black, 23.1 percent Hispanic, 20 percent White, 3.5 percent Asian and other; they come from all over the New York City area. Because of the Door's integrative approach to services, young people can benefit from the knowledge of professionals from many different disciplines, all of whom are located within a single facility. Among the services provided are the following: (1) educational remediation, prevocational training, and job placement services; (2) creative and physical arts classes; (3) health care services; (4) mental health services; and (5) social services. A brief history of the Door is provided. Major program accomplishments for 1987 are listed, and plans for 1987-88 are detailed. Appended are descriptions of the following specialized services and programs: (1) social and legal services; (2) crisis intervention; (3) food service; (4) substance abuse prevention/treatment; (5) programs for young people with physical disabilities; (6) younger people's program; (7) psychological counseling; (8) sports, physical education, and martial arts; (9) the learning center and prevocational training program; (10) the adolescent health center; (11) perinatal programs; (12) other health programs; and (13) creative arts. (BJV)

ED 300 482 UD 026 464

Archambault, Francis X., Jr.
Instructional Setting and Other Design Features of Compensatory Education Programs.
PUB DATE- Apr 87
NOTE- 110p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability Grouping; Basic Skills; *Classroom Environment; Class Size; *Compensatory Education; Elementary Education; Elementary School Students; Heterogeneous Grouping; Language Arts; Literature Reviews; Program Design; Program Effectiveness; Remedial Mathematics; *Remedial Programs; Remedial Reading; Small Classes; Specialists; *Staff Utilization; Teacher Aides
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1
A review of the literature on compensatory education programs was conducted to determine the effects of their following design features: (1) instructional setting; (2) class size; (3) ability grouping; and (4) various types of instructors. Remedial instruction in reading, language arts, and mathematics for elementary school students was emphasized. Findings and recommendations include the following: (1) instructional setting is not directly related to student outcomes, so local conditions should determine whether an in-class or pull-out approach is used; (2) while it is clear that teachers need help in meeting the needs of the disadvantaged, there does not seem to be an optimal combination of instructional specialists, aides, or other teachers, so assignments should be based on staff competencies and student needs; and (3) small classes of 15 or fewer heterogeneously grouped students are preferred. One table illustrating the results of the Various Perspectives on the Pull-out Findings of the Instructional Dimensions Study is included. A 16-page list of references is also included. (FMW)

ED 300 509 UD 026 507

Continuing Jeopardy: Children and AIDS. A Staff Report of the Select Committee on Children, Youth, and Families. One Hundredth Congress, Second Session.
Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.
PUB DATE- Sep 88
NOTE- 17p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; *Children; Communicable Diseases; *Disease Control; Disease Incidence; Drug Education; Drug Rehabilitation; Educational Policy; Elementary Secondary Education; Epidemiology; Health Conditions; *Health Programs; Illegal Drug Use; *Medical Services; Physical Health; Public Health; Public Policy; Sex Education; Urban Education; *Youth; Youth Problems

The challenges to Congress posed by the threat of Acquired Immune Deficiency Syndrome (AIDS) to children are to support the development of more humane and cost-effective treatment and care, and to stop the spread of the Human Immunodeficiency Virus (HIV). The rate of reported HIV infection and cases of AIDS among children and youth is increasing. The geographic spread of reported cases is also increasing. Adolescents are especially vulnerable to HIV infection. The high prevalence of HIV poses a continuing threat to hemophiliacs. The care of HIV-infected children poses an increasing challenge to the health care and social service systems. More humane and cost-effective care is needed. The population of drug abusers shows the largest increases in new HIV infection, with grave impact on women of childbearing years and young children. Improved and expanded drug abuse prevention and treatment efforts are required. While state-mandated AIDS education programs in the schools have increased, adolescents do not seem to change their high-risk behaviors. The 1986 Presidential Commission report, "Confronting AIDS," concluded that the Federal response to the AIDS epidemic remains too uneven, and lacks coordinated Federal policies and leadership. A graph showing the reported cases of AIDS among children and youth, August 1987-July 1988, is included. A list of 44 footnote references is also included. (FMW)

ED 300 184 RC 016 803

McNutt, John G.
Training Practitioners for Appropriate Social and Economic Development in Appalachian Communities: A View from Social Work Education.
PUB DATE- Oct 87
NOTE- 23p.; In: Education in Appalachia. Proceedings from the Conference; see RC 016 800.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Development; Curriculum Development; *Economic Development; *Educational Change; Higher Education; *Modernization; Nontraditional Education; Role of Education; Rural Development; Rural to Urban Migration; Social Agencies; *Social Change; Social Problems; *Social Work; Success
IDENTIFIERS- *Appalachia; *Social Work Educators
This paper discusses ways to make social work education more appropriate for the preparation of development practitioners to work with the people and communities of Appalachia. The current dominant theory developed by economists of Appalachian development is that of modernization. The theory emphasizes economic growth. Modernization sees society as progressing via industrialization, causing high rural to-urban migration. Acceptance of this theory, a world view that fails to take Appalachian culture into consideration, puts social work planners in a role that supports the economic system, limiting them to "cleaning up the casualties of economic activity." The theory also discourages adequate funding of social programs and robs social workers of the opportunity to improve the lives of their clients in a significant manner. Movement toward a new approach to development could open the doors for both a more appropriate development and more effective social work. An alternative model (McNutt 1987) includes: a reorientation of development goals away from economic growth and toward social objectives; a change in the measurement of growth to reflect those goals; a community level planning strategy; support for planning strategy at higher levels of analysis; technical support that relies on the talents and abilities of community people; and a structure for ensuring fulfillment of basic needs. Appropriate changes in social work education are needed and will require changes in perspective, an understanding of the region and its people, the acquisition of new skills, and better field education. 37 references. (TES)

ED 300 227 SE 049 730

The Acquisition, Calibration, and Analysis of CTD Data. Unesco Technical Papers in Marine Science No. 54. (A Report of SCOR Working Group 51).
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Marine Sciences.
PUB DATE- 88
NOTE- 105p.; Charts, graphs, and pages with small print may not reproduce well.
AVAILABLE FROM- Division of Marine Sciences, Unesco, 7 Place de Fontenoy, 75700 Paris, France (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Chemical Analysis; Chemical Technicians; Chemistry; *College Science; *Electronic Equipment; Environmental Education; Equipment Utilization; Graduate Study; Higher Education; *Marine Education; Marine Technicians; *Oceanography; Science Education; Scientific Research; Undergraduate Study
IDENTIFIERS- Salinity; *UNESCO

In this report the members of the Scientific Committee on Ocean Research Working Group 51 have attempted to describe the total process involved in obtaining salinity and temperature profiles with modern conductivity-temperature-depth (CTD) instruments. Their objective has been to provide a guide to procedures which will, if allowed, lead to the acquisition of good and consistent data sets. Successive chapters proceed from a discussion of the sensors through their calibration and operation, to a detailed discussion of data processing options. The final chapter gives guidelines for data exchange. Five appendices go into more detail on topics which include the design of an observational program; efficient low-pass filters; data exchange formats; the algorithm for Practical Salinity as a function of conductivity ration; and the determination of the ice-point correction of thermometers. (Author/ML)

ED 300 303 SO 019 403

Jacobson, Harold K.; Shanks, Cheryl
Report of the Ann Arbor Workshop on an International Social Science Research Program on Global Change (Ann Arbor, Michigan, September 9-10, 1987).
Michigan Univ., Ann Arbor. Inst. for Social Research.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 22 Dec 87
NOTE- 40p.; Small print in footnotes may affect legibility.
GRANT- SES8719237
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change; Cooperative Planning; Cooperative Programs; *Global Approach; Research Projects; *Social Science Research; Social Sciences; Workshops
IDENTIFIERS- International Council of Scientific Unions; International Geosphere Biosphere Programme
The International Geosphere-Biosphere Programme: A Study of Global

Change (IGBP), a natural science research program, has been inaugurated by the International Council of Scientific Unions (ICSU). Recently, initial steps have been taken to develop an international social science research program on global change that would either be part of the IGBP or separate and complementary to it. The workshop reported in this document was held to consider social science research that could be relevant to global change and what actions U.S. social scientists should take to prepare for participation in this type of research program. This report: (1) describes the IGBP's development; (2) explains the importance of developing international programs that focus on global change; (3) chronicles the steps that have been taken to launch an international social science global change research program; (4) summarizes the workshop's general conclusions; (5) provides examples of social science research that would be relevant to global change; and (6) contains recommendations on how U.S. social scientists might be organized to participate in an international global change program. An appendix lists the workshop's participants. (JHP)

ED 300 319 SO 019 474

George Washington: Soldier-Statesmen of the Constitution. A Bicentennial Series, No. 1.
Army Center of Military History, Washington, D.C.
REPORT NO.- CMH-Pub-71-1
PUB DATE- 87
NOTE- 9p.; For other documents in this series, see SO 019 475-496.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Collected Works - Serials (022)
DESCRIPTORS- Biographies; Colonial History (United States); *Military Service; Presidents of the United States; *Public Service; *Revolutionary War (United States)
IDENTIFIERS- Bicentennial; *Signers of the United States Constitution; United States Constitution; *Washington (George)

Possessed of an extraordinary strength of character and a wealth of public virtues, George Washington exhibited integrity, self-discipline, and a devotion to duty that made him the natural leader in the task of nation building. This booklet on Washington is one in a series on Revolutionary War soldiers who later signed the U.S. Constitution. The booklet reviews his life prior to the Revolutionary War, his service as commander of the Continental Army, his public service after the War, and his presidency.

Personal data about Washington and a bibliographic essay of further readings are also included. (DJC)

ED 300 259 SE 050 104

McCarthy, Margaret E.
Analysing Science Teaching for Non-Academic Students in Secondary School.
PUB DATE- Sep 87
NOTE- 133p.; Master's Thesis, University of Calgary (Alberta, Canada).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- Aptitude Treatment Interaction; Classroom Techniques; Foreign Countries; *Grade 10; High Schools; Instruction; *Instructional Improvement; Mastery Learning; Noncollege Bound Students; Science Education; *Science Instruction; *Secondary School Science; *Teaching Models; *Teaching Skills
IDENTIFIERS- Bloom (Benjamin S); Canada; Carroll (John B); Hirst (Paul)
This is a qualitative study of science teaching for non-academic students in secondary school. Evidence from earlier studies suggested that few variations in teaching strategies are being used for non-academic students. This investigator categorizes certain pertinent teaching features which, if emphasized, have the potential to enhance the learning of non-academic students. A set of criteria clues is then developed empirically for recognizing practical instances of these features. A science unit on the subject of "fire" (eight lessons of 65-minutes duration) was taught by the investigator to a class of grade 10 students and each lesson was audiotaped and transcribed. Selections from this data base were used for analysis which showed that it is possible to detect instances of an emphasis, or lack of it, on pertinent teaching features. The outcome of the study is a set of seven clues which enable a teacher or observer to identify instances of pedagogical features as adapted to non-academic students. The possible uses of the clue structure for systematically analyzing the quality of teaching in other non-academic classrooms are discussed, with suggestions being presented for further research and practice. (A bibliography of 51 items is provided, and 8 student worksheets for lessons 1-3 are appended.) (YP)

ED 300 274 SE 050 124

Berkheimer, Glenn D.; And Others
Matter and Molecules Teacher's Guide: Science Book. Occasional Paper No. 121.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Aug 88
NOTE- 148p.; For activity book, see SE 050 125.
GRANT- NSF-MDR-855-0336
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($23.25).
LANGUAGE- English

Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Elementary School Science; Elementary Secondary Education; Instructional Materials; Intermediate Grades; Junior High Schools; *Kinetic Molecular Theory; Laboratory Procedures; *Middle Schools; Physical Sciences; *Science Activities; Science Education; *Secondary School Science; Teaching Guides; Teaching Methods; Tests
This unit is based on the premise that science was developed for the purpose of describing and explaining natural phenomena. This means that an important part of teaching science consists of giving students the chance to practice their own descriptions and explanations. This unit was specifically designed to help middle school students acquire an adequate understanding of kinetic molecular theory in the middle school. It is organized into nine lesson clusters and makes reference to activities in the accompanying workbook. Each cluster contains goals and objectives, conceptual explanations and conceptual contrasts. This teacher's guide contains comments that accompany the text; lists of transparencies, charts, posters and videotapes; transparency masters; a list of materials by lesson; and an introduction to writing descriptions and explanations for the teacher. (CW)

ED 300 289 SO 019 379

Patrick, John J.
Historic Preservation and t' hool Curriculum.
PUB DATE- 11 May 88
NOTE- 12p.; Paper presente the symposium on Heritage Education (Washington, DC, May 11, 8).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Core Curriculum; *Cultural Education; *Curriculum Enrichment; Elementary Secondary Education; Instructional Improvement; Preservation; United States History
IDENTIFIERS- *Heritage Education; Historical Landmarks; Historic Sites
Historic preservation, as an illuminator of U.S. history and culture, can be used to support and enhance the curriculum of elementary and secondary schools. In line with the mission of schools, historic preservation involves the maintenance of culture--the sites, structures, and objects that constitute the tangible legacy from the past and reflect the identities, values, traditions, and aspirations of the past citizens of the United States. The school curriculum reform in the 1980s recommends an extensive core curriculum that reflects common ideas, experiences, and traditions; and historic homes, bridges, workplaces, and other structures are tangible forms of these legacies. An outcome of common learning is cultural literacy which can be enhanced by including video programs and photographs of landmark sites. Cultural literacy is fostered through the strong revival of interest in geography and history, and landmark sites can be readily connected to the fundamental themes of these disciplines. Heritage education can foster the common memory that a diverse population needs in order to survive and thrive. (DJC)

ED 300 337 SP 030 209

Garman, Dorothy
The Effects of Job Sharing on Student Performance Literature Review.
PUB DATE- Apr 88
NOTE- 7p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Affective Behavior; *Educational Quality; Elementary Secondary Education; *Job Sharing; Parent Attitudes; Student Attitudes; Student Evaluation of Teacher Performance; *Student Reaction; *Teacher Effectiveness; *Teachers
The River Forest (Illinois) District 90 wished to examine the educational literature on the effects of job sharing by teachers on student performance. This document presents a review of the literature and summarizes and synthesizes this information. Only limited information was found on this subject. However, anecdotal reports of the impact of job sharing on pupils were favorable. Survey data from questionnaires administered to teachers, principals, and parents also indicated positive perceptions of the effects of job sharing with respect to the quality of education. (JD)

ED 300 354 SP 030 659

Gilman, David A.; Smuck, Elizabeth Anne
An Evaluation of the Staff Development Model, Teachers Teaching Teachers, of the Greater Jasper Schools.
Indiana State Univ., Terre Haute. Professional School Services.
SPONS. AGENCY- Greater Jasper Consolidated Schools, IN.; Indiana State Dept. of Education, Indianapolis.
PUB DATE- 3 Oct 88

NOTE- 49p.; For related documents, see SP 030 656-658.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Attitude Measures; Collegiality; Elementary Secondary Education; *Peer Teaching; *Program Evaluation; *Staff Development; *Student Attitudes; *Teacher Attitudes; Teacher Effectiveness
IDENTIFIERS- *Teachers Teaching Teachers

This study investigated how Teachers Teaching Teachers, a staff development project, influenced the attitudes and beliefs of public school teachers and administrators. Fifty-two educators participated in the project, which lasted from November, 1987 to May, 1988. Participants were administered pre- and post-measures of Likert Bipolar Attitude Inventories and Osgood's Semantic Differential Scales, which were designated to measure attitudes and values which the project hoped to improve. Pre- and post-measures were also administered to the elementary and secondary students who were being taught by the participants at the time the project occurred. Results indicated that the mean scores for all 11 desired outcomes increased during the project. Significant differences were found for participants' self-concept, attitude toward teaching, and elementary and secondary students' perception of their teachers' effectiveness. The results support the effeciveness of Teachers Teaching Teachers as a technique for enhancing positive educator attitudes and beliefs. Statistical data and a copy of the survey questionnaire are appended. (Author/JD)

ED 300 413 TM 012 409

Baggaley, P. Jonathan, Ed.; And Others
Evaluation of Educational Television.
South African Broadcasting Corp., Johannesburg.
REPORT NO.- ISBN-0-86972-070-8
PUB DATE- 87
NOTE- 328p.
AVAILABLE FROM- South African Broadcasting Corporation, P.O. Box 8606, Johannesburg, 2000, Republic of South Africa.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Books (010)
DESCRIPTORS- Educational Assessment; *Educational Television; Evaluation Criteria; *Evaluation Methods; *Foreign Countries; Formative Evaluation; Preschool Education; Programing (Broadcast); Summative Evaluation; Teacher Education Programs; *Television Research; Theories; Young Adults
IDENTIFIERS- *South Africa
Eleven articles on the evaluation of educational television (ETV) in South Africa are provided. Under the heading "Theory" are: (1) "The Meaning of Evaluation and Its Practice" (D. Nevo); (2) "Criteria for Evaluating ETV: A Theoretical Framework" (R. Israeli); and (3) "Sources of Evaluation Criteria in Education, with Particular Reference to the Evaluation of ETV" (A. Lewy). Under "Method" are: (4) "Complexities of Summative ETV Evaluation: Possible Solutions through a Diagnostic Approach" (G. Salomon); (5) "Continual Response Analysis in TV Evaluation" (J. Baggaley); (6) "Formative Evaluation of ETV in the Early Stages of Programme Development" (A. Duby); (7) "Guidelines for Evaluating ETV-Programmes for Teacher Training" (N. J. de Jager and R. H. Young); and (8) "Evaluating Educational Television Programmes Produced for Pre-School Children" (E. Nel and P. de Vries). Under "Investigations" are: (9) "The Effect of Formal Features on the Attention Given to an ETV-Programme by South African Indian Pre-School Children" (A. Parekh); (10) "Determining the Optimal Placing for Young Adults of Activities for ETV-Programmes" (R. M. Yule); and (11) "The Evaluation of ETV-Programmes in South Africa: Some HSRC Initiatives" (D. P. van Vuuren and C. Herselman). (HSRC refers to the Human Services Research Council.) (TJH)

ED 300 441 TM 012 485

Baratz-Snowden, Joan; And Others
Quality of Responses of Selected Items on NAEP Special Study Student Survey.
National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Apr 88
NOTE- 44p.
CONTRACT- NIE-G-84-0018-P3
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Age Differences; *Asian Americans; *Demography; Educational Background; Elementary Secondary Education; *Ethnic Groups; Family Characteristics; Grade 3; Grade 7; Grade 11; *Hispanic Americans; *Parent Background; Parent Child Relationship; Sex Differences; *Student Attitudes; Student Characteristics
IDENTIFIERS- *National Assessment of Educational Progress; Parent Surveys; Student Surveys
Relationships among a series of variables were examined for demographic items included in the 1985-86 National Assessment of Educational Progress (NAEP) special survey of Hispanic and Asian students (N=2,289) and also in the Department of Education special survey of the educational preference of language minority parents. Variables studied were: (1) respondent age; (2) ethnicity; (3) gender; (4) educational level reported by parents; and (5) agreement between parent and child on background items. Student responses came from the NAEP special minority language supplemental study. Parent questionnaires were completed for a subset. There were 740 parent/child pairs in grade 3, 796 pairs in grade 7, and 753 pairs in grade 11. As the students grew older, they agreed more often with their parents. No consistent pattern of agreement results was related to ethnicity. Girls appeared more accurate in reporting their parents' educational levels. Data were inconsistent about the relationship of parental educational level and accuracy of the child in determining parental level. Students were most accurate in reporting items they knew about directly. These analyses indicate that data from young children may misrepresent important demographic factors. Seventeen data tables are provided. (SLD)

ED 300 211 SE 049 706

Schlenker, Richard M.
Buttons, Computers and Data Base: Integrating Computers into Science Programs Using AppleWorks.
Dependents Schools (DOD), Washington, DC. Pacific Region.
PUB DATE- Oct 88
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Computer Oriented Programs; Data Analysis; *Databases; *Data Collection; Elementary School Science; Elementary Secondary Education; Mathematical Applications; Mathematics Education; Measurement; *Science Activities; *Secondary School Science
This document suggests that the activity described can be used from kindergarten through adulthood. The activity involves measuring, counting, categorizing, group processes, construction of computer data base files, construction and/or use of data tables, data gathering, making observations, the study of shape, the computation of area, the computation of volume, the manipulating and printing of computer files and the evaluation of data trends. For older students and adults, writing skills and/or scientific writing may be added to the list. One goal of the activity is to illustrate how easily computers can be integrated into a science program. The activity uses rulers, a random collection of buttons, and the AppleWorks database. After gathering as much data as possible in some organized fashion, students work individually on the computer. Once the data gathering phase has been completed, a computer data base file is built, data entered in the file and the data base manipulated as data trends are sought. Instructions for the construction of the data base are attached, comprising three-fourths of the paper. (PK)

ED 300 243 SE 049 758

Fortner, Rosanne W., Ed.; Mayer, Victor J., Ed.
The Great Lake Erie. A Reference Text for Educators and Communicators.
Ohio State Univ., Columbus. Research Foundation.

SPONS. AGENCY- George Gund Foundation, Cleveland, Ohio.
PUB DATE- 87
NOTE- 157p.; Figures and tables may not reproduce well.
AVAILABLE FROM- The Ohio State University School of Natural Resources, 2021 Coffey Road, Columbus, OH 43210 ($17.25 including shipping).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reference Materials - General (130)
DESCRIPTORS- Biological Sciences; College Science; *Earth Science; Ecology; Economics; *Environmental Education; Environmental Influences; Fisheries; Geology; Government Role; *International Cooperation; Pollution; *Science and Society; Science Education; Secondary Education; Secondary School Science; *Water Pollution
IDENTIFIERS- *Great Lakes

The purpose of this volume is to present a body of basic information about the Great Lakes that is current and based on sound research. Such information is frequently difficult to locate, especially in one reference, and equally difficult to decipher and evaluate. The 16 essays contained in this book deal with a variety of topics including the geology, botany, climate, coastal politics, economics, ecology, and pollution of the Great Lakes basin. Over 200 references are included. (CW)

ED 300 384 TM 012 191

Armstrong, Anona F.

Evaluation Planning and Management.
PUB DATE- Oct 87
NOTE- 14p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Evaluation Methods; Evaluation Utilization; Foreign Countries; *Management Systems; *Organizations (Groups); *Planning
IDENTIFIERS- *Action Plans; Australia

This paper presents a plan of action for managing evaluation implementation and ensuring the ongoing utilization of evaluation results. It addresses strategies that are required to manage the problems encountered in a 10-step management plan. Focus is on introducing an evaluation monitoring system within organizations. Steps in the plan include: (1) pre-evaluation assessment; (2) implementation of human resources strategies; (3) establishment of key result areas, indicators, and performance measures, standards and targets, and other criteria for judging the program; determination of priorities for collecting research; and setting of boundaries on what the evaluation will produce; (4) development of a database management system; (5) determination of responsibility for evaluation and data collection and manipulation; (6) establishment of the reporting and feedback requirements; (7) determination of rewards for performance; (8) initiation of evaluation procedures; (9) determination of the worth of the evaluation; and (10) maintenance of impetus via continued endorsement from management and widespread reporting of achievements. Rationale for such a plan of action, organizational structures that support evaluation, and designation of responsible persons are also discussed. (TJH)

ED 300 399 TM 012 374

Rogers, H. Jane; Hambleton, Ronald K.
Evaluation of Computer Simulated Baseline Statistics for Use in Item Bias Studies. Revised .

PUB DATE- Apr 87
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). For original document of which this is a revision, see ED 287 870.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Simulation; Evaluation Methods; *Item Analysis; Latent Trait Theory; Secondary Education; *Statistical Analysis; Statistical Bias; *Test Bias; Test Construction; Test Interpretation; Test Items
IDENTIFIERS- *Baseline Statistics; *Item Bias Statistics
Although item bias statistics are widely recommended for use in test development and test analysis work, problems arise in their interpretation. The purpose of the present research was to evaluate the validity of logistic test models and computer simulation methods for providing a frame of reference for item bias statistic interpretations. Specifically, the intent was to produce simulated sampling distributions of item bias statistics under the hypothesis of no bias for use in determining cut-off points to provide guidelines for interpreting item bias statistics obtained with actual test data. The test data used were the item scores of 207 white and 730 black Cleveland (Illinois) ninth graders to the 75 items on the 1985 Cleveland Reading Competency Test. The area, root mean squared difference, and Mantel-Haenszel methods were used to statistically analyze the data. The results support the basic data simulation approach used in this study. Real and simulated distribution for three item bias statistics when bias was not present were very similar and the minor differences that were found between the distributions had little effect on the interpretations of item bias statistics obtained with actual test data. Seven steps for applying the method of computer-simulated baseline statistics in test development settings are outlined. One data table and four graphs conclude the document. (Author/SLD)

ED 300 497 UD 026 494

Mincy, Ronald B.
Minimum Wage Increases and the Working Poor. Changing Domestic Priorities Discussion Paper.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.
PUB DATE- 2 May 88
NOTE- 42p.
AVAILABLE FROM- The Urban Institute, 2100 M Street, N.W., Washington, DC 20037 ($6.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economically Disadvantaged; *Economic Change; *Economic Factors; Economic Research; Family Financial Resources; *Low Income Groups; *Minimum Wage; Models; *Poverty; Reduction in Force; *Research Problems

Most economists agree that the difficulties of targeting minimum wage increases to low-income families make such increases ineffective tools for reducing poverty. This paper provides estimates of the impact of minimum wage increases on the poverty gap and the number of poor families, and shows which factors are barriers to decreasing poverty through minimum wage increases. A model was developed for simulating the poverty reducing effects of minimum wage increases using wage, employment, hours, and poverty status data from the March 1987 Current Population Survey. Findings indicate that an increase of the minimum wage to $4.35 per hour has a much larger poverty reducing effect than previous research suggests. If accompanied by full coverage and compliance, such an increase would reduce the poverty gap by 13 percent, and the number of poor families with low-wage workers would decrease by nine percent. However, the resulting unemployment of some workers could reduce the poverty-reducing effects. Ten tables of statistical data are included. The appendix contains two additional tables showing a sensitivity analysis of the effects of changes in the minimum wage, with full coverage and compliance, and with the coverage and compliance unchanged. (FMW)

ED 300 198 RC 016 875

Stutzman, Esther
American Indian Music for the Classroom: An Indian Education Curriculum Unit.
Coos County Education Service District, Coos Bay, OR.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 38p.; Photographs may not reproduce well. For related documents, see ED 214 736 and ED 230 317.
AVAILABLE FROM- Coos County Indian Education Coordination Program, 9140 Cape Arago Highway, Coos Bay, OR 97420 ($5.00 includes postage).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; American Indian Education; American Indian Studies; Cultural Images; *Ethnic Stereotypes; Intermediate Grades; *Music Activities; Musical Instruments; *Music Education; Primary Education; Songs; Teaching Guides
IDENTIFIERS- *Indian Music

This teaching guide, produced in cooperation with Indian parents, students and teachers, offers classroom material on the complex culture and history of American Indians. The guide suggests youngsters be taught that, contrary to stereotypes, there was a wide variation of Indian tribal groups and cultures in North America. A list of 14 "Stereotypes to Unlearn" includes explanations of mistaken notions about war bonnets, scalping, and Indian words and languages. Indian music is the subject of more explanation, beginning with a dismissal of the film images of warriors whooping and dancing around the campfire. There is an explanation of musical instruments used by Indians: the drum, rattles, flutes, whistles and, upon the arrival of White people, pieces of copper or tin "janglers" and bells. The guide gives some discussion of Indian dance before explaining how to teach Indian music to children. There are suggestions for instruments, teaching Indian sounds, establishing rhythm and how to organize the class. There are four Indian children's songs, each with words, simple music notations and an explanation, to be taught to children. Also included are a list of suggested films on Indian music, a historical timeline of American Indian events appearing alongside those of European and Asian cultures, and a map showing nine general U.S. regions of Indian culture. There is also a form for evaluating the package. (TES)

SE

ED 300 228 SE 049 735

Benally, AnCita, Ed.; Longie, Joel D., Ed.
Cycles of Life Among the Ojibwe. An Ojibwe Language and Culture Based Science Curriculum.
Wisconsin Univ., Milwaukee. Upper Great Lakes Multifunctional Resource Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 88
NOTE- 90p.; Developed by the Participants of the 1987 Ojibwe Language Institute, Duluth, Minnesota.
CONTRACT- 300860050
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Context; Cultural Influences; Cultural Traits; *Elementary School Science; Elementary Secondary Education; Ethnic Groups; *Integrated Curriculum; *Language Role; Science Activities; *Science Curriculum; Science Education; *Secondary School Science; Teaching Methods
IDENTIFIERS- *Ojibwe (Tribe)
Culture and language establish a peoples' identity, setting them apart as a people and providing a sense of belonging and purpose. Their language embodies a people's world view, expressing the values they consider important for physical and spiritual survival. Students are greatly influenced by their native culture. For the Ojibwe, culture plays an important role in their lives and this should be evident in the core curriculum of their schools. Unfortunately, this has not been the case for the Ojibwe. The Ojibwe Language Institute was initiated on the assumption that knowledge and understanding of the Ojibwe language and culture would help teachers to better assist their students. The intent of the 1987 institute was to develop a science curriculum from the Ojibwe perspective. The goals of this program included helping students to become aware that science has always been a part of the Ojibwe way of life, to develop cognitive skills, to develop a positive self-esteem, and to gain a pride and understanding of their heritage. Topics covered in this curriculum include life cycles, the water cycle, food production, trees, and the seasons.

The lesson plans within each topic include lists of concepts, grade level, objectives, vocabulary, suggested references, and ideas for class and individual activities. Content, cognitive and language emphases are highlighted. (CW)

ED 300 320 SO 019 475

John Dickinson: Soldier-Statesmen of the Constitution. A Bicentennial Series, No. 2.
Army Center of Military History, Washington, D.C.
REPORT NO.- CMH-Pub-71-2
PUB DATE- 87
NOTE- 9p.; For other documents in this series, see SO 019 474-496.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Collected Works - Serials (022)
DESCRIPTORS- Biographies; *Colonial History (United States); Military Service; *Political Influences; *Political Issues; *Public Service; *Revolutionary War (United States)
IDENTIFIERS- Bicentennial; Continental Congress; Delaware; *Dickinson (John); *Signers of the United States Constitution; United States Constitution

Like most colonial American leaders, John Dickinson considered himself an Englishman with all the ancient rights and privileges such citizenship conferred, and when those rights were abridged by the British Parliament and George III, he was among the first to don a uniform to defend the new nation. This booklet on Dickinson is one in a series on Revolutionary War soldiers who later signed the U.S. Constitution, and reviews his political activities prior to the Revolutionary War in Philadelphia (Pennsylvania), his military service, and his role as a representative from Delaware at the Constitutional Convention and in Delaware's ratification of the U.S. Constitution. Personal data about Dickinson and a bibliography essay of further readings are also included. (DJC)

ED 300 371 TM 012 040

Green, Robert L.; And Others
The Detroit Effective Schools Project: Year 1 Evaluation Report, 1986-87.
Detroit Public Schools, MI. Office of Instructional Improvement.
PUB DATE- Aug 87
NOTE- 149p.; Appendix is printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Basic Skills; Educational Planning; Elementary Education; *Elementary Schools; Learning Strategies; *Middle Schools; *Needs Assessment; Parent Participation; *Program Evaluation; Program Improvement; Remedial Programs; *School Effectiveness; Teacher Morale
IDENTIFIERS- *Detroit Public Schools MI; Education Consolidation Improvement Act Chapter 1; *Effective Schools Project
Key results and conclusions from the first year (1986-87) of the Detroit (Michigan) Effective Schools Project are presented. The project was designed to determine how low-achieving schools in Detroit can best be helped and to ascertain factors with greatest impact on retention and achievement. Focus is on assisting selected schools designated as Chapter 1 schools under the provisions of the Education Consolidation and Improvement Act, including eight elementary schools (Couzens, Herman, Hosmer, Ives, Keidan, Peck, Rose, and Stephens) and four middle schools (Earhart, Longfellow, Nobel, and Remus Robinson), by involving these schools in comprehensive self-study/needs assessment and improvement planning and implementation. The district's School Effectiveness Questionnaire was administered, achievement data collected, a school profile created, and interviews conducted to insure input from parents. Findings indicate that: (1) special attention to schools has a positive impact on increasing staff morale; (2) school self-studies are key sources of information for assisting schools in assessing their own needs; (3) instructional programs lack the necessary link between thinking skills and basic learning skills; (4) remedial programs lack the necessary link to basic school programs; (5) teacher beliefs about students' capabilities and home backgrounds have an impact on student achievement; and (6) parents want more involvement in school decisions and activities. It is recommended that the project be continued and that it emphasize in-school activities focusing on shared decision making, improving leader behaviors, instructional and classroom management, and congruency between remedial and basic school programs. Support is recommended from state, federal, and local entities. An appendix contains tables, figures and charts, the School Self-Study Instrument, and a review of the School Effectiveness Questionnaire. (TJH)

ED 300 427 TM 012 430

Ligon, Glynn
A Light Look at Some Heavy Issues in Public School Evaluation.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- ASID-87.27
PUB DATE- Apr 88
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Problems; Elementary Secondary Education; *Evaluation Problems; Evaluation Utilization; Evaluators; *Program Evaluation; *Public Schools; Research Reports; Technical Writing; User Satisfaction (Information)
IDENTIFIERS- *Evaluation Reports

Examples of the difficulties that public school program evaluators can have in explaning perplexing results are provided. Arguments abound over the best way to report a finding that has multiple interpretations or presentation options, and the enigma of realizing that one way to report a finding is not the only way, or even necessarily the best way, can be the bane of the evaluator. Twenty examples cover apparent paradoxes and contradictions in the reporting of evaluation findings. These are generally problems of wording, problems that often have seemed too frivolous for textbook consideration. Evaluation findings are seldom simple and straightforward. Reporting them requires a practical communication style that is focused on the intended audience. The key to describing an evaluation question is understanding and addressing the question that is being asked. As obvious as this seems, some reports never directly answer the question that was to be addressed. (SLD)

ED 300 456 TM 012 506

Kingston, Neal M.; Stocking, Martha L.
Psychometric Issues in IRT-Based Test Construction.
PUB DATE- Aug 86
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Goodness of Fit; *Latent Trait Theory; *Psychometrics; *Scoring; *Test Construction
IDENTIFIERS- *Educational Testing Service; Rights and Formula Scoring; Unidimensional Scaling
Psychometric issues confronted when implementing a system of item response theory (IRT) tools for test development at the Educational Testing Service (ETS) are discussed. These issues include selecting and assessing the appropriateness of IRT models, choosing methods of IRT scaling for item pools, considering test scoring strategies, and applying IRT tools within the context of different test scoring strategies. Since all items currently used in ETS testing programs are scored either right or wrong, this paper deals only with models for binary-scored items and focuses on unidimensional models. Use of IRT tools with theta-hat, number-right or formula, and scaled scoring methods is addressed. The following test development steps are listed: (1) collect pretest data; (2) select an IRT model; (3) assess the IRT model's appropriateness; (4) place all item parameters on a single scale; (5) choose IRT tools appropriate for the test scoring method used; (6) develop one or more forms of the test; and (7) assess the test development effort's success. (TJH)

ED 300 470 UD 026 383

Carroll, Susan

Words + Numbers: The CT Summer Incentive Program: An Evaluation of Three Years--FY86, FY87, FY88.

Words + Numbers, Torrington, CT.

SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Bureau of Research, Planning, and Evaluation.
PUB DATE- 25 Nov 87
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attendance; *Basic Skills; Class Size; *Compensatory Education; Educational Improvement; Elementary Secondary Education; Incentives; Language Arts; *Mathematics Instruction; Program Design; Program Effectiveness; *Reading Instruction; *Remedial Instruction; Student Characteristics; *Summer Programs; Teacher Effectiveness
IDENTIFIERS- *Connecticut

The Act To Encourage the Expansion of Remedial Education Programs During Summer (P.A. 85-576), passed by the Connecticut General Assembly, provided local and regional boards of education with the opportunity to offer students in grades K through 8 remedial summer school services. Summer Incentive monies were granted to 25 programs from Fiscal Year (FY) 1986 to FY 1988. Among the findings of an evaluation of the Summer Incentive programs are the following: (1) academic instruction averaged 3 hours per day; (2) in FY 1986, 9 programs served 2,205 students, in FY 1987, 21 programs served 4,227 students, and in FY 1988, 18 programs served 3,925 students; (3) there was an almost equal proportion of white and non-white students; (4) although all grade levels were represented, the majority of students were in elementary school; (5) overall attendance rates were at least 82 percent; (6) students who participated in the programs made gains in the basic skill areas of reading, mathematics, and language arts; (7) 76 percent of all reading and math scores, and 71 percent of all language arts scores, increased; (8) teachers targeted specific objectives through defined curricula; (9) teachers of high quality were recruited; (10) the small class size provided for more individualized help for the students; (11) an upbeat climate permeated Summer School environments; (12) incentive/reward systems allowed youngsters to feel success; and (13) parental partnerships were attempted. Individual program highlights are discussed. Recommendations for improvement are offered. Data are presented on graphs and tables. A map, a calendar, student artwork, and several photographs accompany the text. (BJV)

ED 300 483 UD 026 465

McClung, Jacquetta J.; And Others
A Study To Identify Factors That Contribute to Black Student Withdrawal at Clemson University.
Clemson Univ., SC. Marketing Dept.
SPONS. AGENCY- South Carolina Commission on Higher Education, Columbia.
PUB DATE- Aug 88
NOTE- 144p.; A report of research completed under the Institutional Grants Program for Student Retention Activities.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Black Education; *Black Students; College Graduates; *College Students; *Dropout Characteristics; Dropout Research; Dropouts; Higher Education; Racial Differences; Rural Schools; *School Holding Power; Student Characteristics
IDENTIFIERS- *Clemson University SC

This study identifies factors associated with black undergraduate students who graduated and those who withdrew from Clemson University (South Carolina), a predominantly white, rural university. The sample consisted of all (838) black undergraduates who had graduated or withdrawn from Clemson after 1979. The study examined student history data from the University data base and information on the college experience at Clemson, based on telephone interviews with 408 former students. Student history data indicated that females were academically more qualified than males; and that Scholastic Aptitude Test (SAT) scores, high school class standing, class rank, and grade point averages could be used as indicators of success. The major aspects of college experience identified as significant indicators of success included involvement in campus organizations and activities, and positive interaction with faculty and staff. The major reasons cited by former students for Clemson's higher dropout rate of blacks included the following: (1) isolated location; (2) small black community; and (3) lack of cultural outlets. Statistical data are included on seven charts and graphs, and 29 tables. A six-page list of references is also included. The appendices include University Enrollment Statistics; MANOVA and Mean Tables of History Factors; the Questionnaire for Students Who Graduated; the Questionnaire for Students Who Withdrew; Frequency Table of History Factors-Sample Population; and Frequency Table of History Factors and College Experience of Respondents. (FMW)

ED 300 510 UD 026 508

Children's Programs: A Comparative Evaluation Framework and Five Illustrations. Briefing Report to the Ranking Minority Member, Select Committee on Children, Youth, and Families, House of Representatives.
General Accounting Office, Washington, DC. Program Evaluation and Methodology Div.
REPORT NO.- GAO/PEMD-88-28BR
PUB DATE- Aug 88
NOTE- 80p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first 5 copies, free; additional copies, $2.00 each; 100 or more copies, 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Evaluation Criteria; *Evaluation Methods; Evaluation Needs; *Federal Programs; Program Descriptions; Program Development; *Program Effectiveness; *Program Evaluation; Summative Evaluation
IDENTIFIERS- Juvenile Justice Delinquency Prevention Act 1974; Medicaid; Project Head Start; Social Security Act Title IV; Special Supplemen Food Program Women Infants Child

This general program evaluation framework provides a wide range of criteria that can be applied in the evaluation of diverse federal progams. The framework was developed from a literature search on program evaluation methods and their use, the experiences of the United States Government Accounting Office (GAO), and consideration of the types of information required to make a variety of program decisions. The framework consists of a descriptive component and an evaluative component. The descriptive component is a standard format for describing the program. The evaluative component consists of a set of ten general criteria to assess the program's need, implementation, administrative efficiency, and effects. Details that specify particular program expectations would have to be enumerated for each criterion when the framework is applied to an individual program. To test the applicability of the framework, it was applied to the following programs: (1) Head Start; (2) the Special Supplemental Food Program for Women, Infants, and Children (WIC); (3) Medicaid Eligibility Extensions; (4) Child Welfare Services Program; and (5) Juvenile Justice and Delinquency Prevention Grants. Program descriptions and lists of evaluation criteria developed for each of these programs using the framework are included in six appendices. Experts reviewed drafts of the framework, the program descriptions, and evaluation criteria illustrations. Using the framework to evaluate a program will require both policy-making and technical expertise. (FMW)

ED 300 185 RC 016 804

Boyd, Thomas A.
Irreparable Harm: The Manipulation of Symbols in One School Consolidation Struggle.
PUB DATE- Oct 87
NOTE- 13p.; In: Education in Appalachia. Proceedings from the Conference; see RC 016 800.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizen Participation; *Community Attitudes; *Community Involvement; Community Support; *Consolidated Schools; Elementary Education; *Modernization; Public Policy; Rural Education; Rural Schools; *Rural Urban Differences; *School Closing; School Community Relationship; Small Schools; Traditional Schools; Urban Schools
IDENTIFIERS- Appalachia; *Kentucky (Jackson County)
This paper summarizes arguments surrounding the closing of Hisel School in Jackson County, Kentucky, in an effort to analyze the debate on rural education in Appalachia and how it relates to school-community relationships. Events surrounding closure of the school are summarized, including a two-year period in which a school community volunteer group maintained the facility. Community support and activism through 1986 delayed consolidation of the school, which now serves 45 children in grades 1-8. While debate about the merits of the school included class conflict, culture conflict and narrow self-interest, four frames of reference emerge as those most frequently used to define the issue: Romantic-Traditional, Urban-Idealistic, Rational-Technocratic, and Democratic-Localist. Romantic-Traditional thinking was reflected in many media references to the one-room school houses of long ago. Such consciousness contrasted the one-room school with the new, modern, less personal building. The Urban-Idealistic approach accepted urban institutions as synonymous with progress, seeing the smaller schools as obstacles. Rational-Technocratic thinking assumed that a modern school would be more cost-effective and reasonable; and finally, Democratic-Localist consciousness was evidenced in statements about the opportunity the smaller school provided for a personalized, family-like education of rural students. The evidence indicates that the Rational-Technocratic argument, often reflected by administrators and government policy makers, was the most powerful and offered the prime justification for closing the school. The paper concludes by suggesting that educational reformers would do well to study how school-community relationships are influenced by frames of reference that take the form of types of consciousness. There is a nine-item list of references. (TES)

ED 300 260 SE 050 105

Landau, Ralph, Ed.; Rosenberg, Nathan, Ed.
The Positive Sum Strategy. Harnessing Technology for Economic Growth.
SPONS. AGENCY- National Academy of Engineering, Washington, D.C.; Stanford Univ., CA. Center for Economic Policy Research.
REPORT NO.- ISBN-0-309-03630-5
PUB DATE- 86
NOTE- 630p.; Charts and photographs may not reproduce well.
AVAILABLE FROM- National Academy Press, 2101 Constitution Avenue, Washington, DC 22314 ($35.00).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTORS- *Economics; *Government Role; *Industry; *Innovation; International Relations; Laws; *Research Universities; Science and Society; Science Education; Technological Advancement; *Technology

Technology may be thought of as an extroverted activity involving a search for workable solutions to problems. The output of technology tends to take the form of a tangible product or service. Science, by contrast, is generally introverted, studying problems that are usually generated internally. As technology has become increasingly sophisticated, it has become increasingly dependent on the findings and processes of science. Markets are the basic institutional framework within which new technologies are evaluated. Long-term economic growth relies on the performance of new technologies within this framework. This volume presents chapters by engineers and economists in the hope that the exchange between these groups would lead to a better understanding of the conditions under which technological innovation can be made to function more effectively in the generation of economic growth. The 41 essays included here are organized under the following topics: (1) "Technology and the Dynamics of Economic Growth"; (2) "Policy, Law, Science, and Education: The Framework of Technological Change"; (3) "The Economics of Innovation"; (4) "The Organization of Technological Advance: Entrepreneurship and the Management of Innovation"; (5) "Financing Innovation"; and (6) "Technology and International Economic Competition." The roles of universities, industries, and governmental agencies are considered. (CW)

ED 300 275 SE 050 125

Berkheimer, Glenn D.; And Others
Matter and Molecules Teacher's Guide: Activity Book. Occasional Paper No. 122.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Aug 88
NOTE- 67p.; For science book, see SE 050 124.
GRANT- NSF-MDR-855-0336
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($13.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Elementary School Science; Elementary Secondary Education; Instructional Materials; Intermediate Grades; Junior High Schools; Kinetic Molecular Theory; Laboratory Procedures; *Middle Schools; *Physical Sciences; *Science Activities; Science Education; *Secondary School Science; Teaching Guides; Teaching Methods; Tests

This unit is based on the premise that science was developed for the purpose of describing and explaining natural phenomena. This means that an important part of teaching science consists of giving students the chance to practice their own descriptions and explanations. This unit contains many questions that require students to write out descriptions and explanations. Lesson clusters include physical science activities involving states and properties of matter, and changes of state. There are 34 activities included among the nine lesson clusters. Cumulative tests for groups of lesson clusters can be found at the end of this document. These tests contain questions that require the students to write explanations for their answers. (CW)

ED 300 290 SO 019 380

Mann, Shelia, Ed.
This Constitution: A Bicentennial Chronicle, Nos. 14-18.
American Historical Association, Washington, D.C.; American Political Science Association, Washington, D.C.; Project '87, Washington, DC.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 87
NOTE- 321p.; For related document, see ED 282 814. Some photographs may not reproduce clearly.
AVAILABLE FROM- Project '87, 1527 New Hampshire Ave., N.W., Washington, DC 20036 nos. 13-17 $4.00 each, no. 18 $6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Historical Materials (060) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Class Activities; *Constitutional History; *Constitutional Law; History Instruction; Instructional Materials; Lesson Plans; Primary Sources; Resource Materials; Secondary Education; Social Studies; United States Government (Course); *United States History
IDENTIFIERS- *Bicentennial; *United States Constitution
Each issue in this bicentennial series features articles on selected U.S. Constitution topics, along with a section on primary documents and lesson plans or class activities. Issue 14 features: (1) "The Political Economy of the Constitution" (K. Dolbeare; L. Medcalf); (2) "A 'New Historical Whooper': Creating the Art of the Constitutional Sesquicentennial" (K. Marling); (3) "The Founding Fathers and the Right to Bear Arms: To Keep the People Duly Armed" (R. Shalhope); and (4) "The Founding Fathers and the Right to Bear Arms: A Well-Regulated Militia" (L. Cress). Selected articles from issue 15 include: (1) "The Origins of the Constitution" (G. Wood); (2) "The Philadelphia Convention and the Development of American Government: From the Virginia Plan to the Constitution" (P. Maier); and (3) "Society and Republicanism: America in 1787" (J. Henretta). Featured in issue 16 are: (1) "'The Federalist'" (J. Yarbrough); (2) "The Constitutional Thought of the Anti-Federalists" (M. Dry); and (3) "The Constitution as Myth and Symbol" (M. Klein). Issue 17 features: (1) "'Our Successors Will Have an Easier Task': The First Congress Under the Constitution, 1789-1791" (J. Silbey); (2) "The 'Great Departments': The Origin of the Federal Government's Executive Branch" (R. Baker); and (3) "The Birth of the Federal Court System" (D. Eisenberg and others). Issue 18, the last chronicle in this series, features eight articles on the Bill of Rights and three articles on the future of the Constitution. Photographs and related resources are included, and issue 18 contains an index for issues 1-17. (JHP)

ED 300 304 SO 019 404

Chernotsky, Harry I.
Current Events and the International Relations Curriculum: Instructional Strategies.
PUB DATE- 2 Apr 88
NOTE- 14p.; Paper presented at the Annual Meeting of the International Studies Association (29th, St. Louis, MO, March 29-April 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; College Students; Core Curriculum; *Current Events; *Educational Games; Higher Education; Instructional Innovation; *International Studies; *Learning Activities; Student Motivation; Student Reaction
IDENTIFIERS- *Great Decisions Programs
One of the most significant challenges confronting college instructors who teach international politics survey courses is the coverage of current events issues and how to stimulate student interest about the issues. This paper describes two techniques, a current events sweepstakes and a Great Decisions roundtable, designed to infuse current events into the curriculum. Conducted on a weekly basis, the sweepstakes involves presenting to the students a general question relating to a newsworthy event which requires a written answer. The sweepstakes winner is selected randomly from the correct answers and awarded a simple prize such as a candy bar. A five- to ten-minute discussion about the event follows the award ceremony. The Great Decisions Roundtable, sponsored nationally by the Foreign Policy Association, is designed to supplement the course curriculum and the "Study Guide for the Roundtable" serves as a required text. Scheduled approximately once every four weeks for an entire class period, the roundtable's underlying purpose is to give students an opportunity to exchange ideas and to articulate their own views with limited interference from the instructor. While the participating students rated the two techniques favorably, neither the sweepstakes nor the roundtable successfully motivated them to acquire additional information related to the issues. Four tables are included that reflect the cognitive impact, the instructional impact, and the motivational impact of these activities, as well as a breakdown of the responses by political science majors and non-majors. (DJC)

ED 300 338 SP 030 223

Tuneberg, Jeffrey W.
Social and Acadmic Characteristics of Elite High School Cross Country Runners.
PUB DATE- 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Athletes; Goal Orientation; High Schools; High School Students; *Running; *Social Influences; *Student Characteristics; Student Motivation
The purpose of this study was to determine a typical, non-physiological profile of an elite high school cross country runner. The subjects, 43 males and 43 females who ran at the 1987 Ohio High School Cross Country Championships, responded to a questionnaire which requested information regarding academic achievement, family involvement in running, running experience, and reasons for running. Significant differences were found on a number of variables which classify an elite distance runner. These were academic achievement, sibling involvement in running, perceived effects of running, and motivation for running. The findings support a popular belief that elite distance runners are generally goal-oriented and run for reasons related to personal satisfaction. (Author/JD)

ED 300 212 SE 049 707

Borgford, Christie L.; Summerlin, Lee R.
Chemical Activities. Teacher Edition.
American Chemical Society, Washington, D.C.
REPORT NO.- ISBN-0-8412-1416-6
PUB DATE- 88

NOTE- 329p.; Drawings may not reproduce well.
AVAILABLE FROM- American Chemical Society, 1155 Sixteenth Street, NW, Washington, DC 20036 ($19.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Chemical Reactions; Chemistry; *Demonstrations (Educational); *Educational Experiments; *Experiments; High Schools; Instructional Materials; Investigations; Junior High Schools; *Laboratories; *Laboratory Procedures; Middle Schools; Science Activities; Science Education; Science Instruction; Science Teachers; Secondary Education; *Secondary School Science
IDENTIFIERS- *ChemCom

This sourcebook for chemical activities is designed to be used as a student laboratory book for both junior and senior high school students. The student's role as a knowledgeable consumer and informed citizen is stressed. Each activity includes a list of needed materials, procedures, reactions, questions, and notes for the teacher which include background information, teaching tips, and answers to the questions. General areas of consideration include chemistry of matter, chemistry of atoms and molecules, chemical reactions, chemical energy and rates of reaction, chemistry around the house, chemistry and the environment, biochemistry, chemistry of living things, chemistry of foods, chemical detectives, tools and techniques of the chemist, and kitchen chemistry. Included is a cross reference of activities by chemical topics, laboratory skills and by major topics of "Chemistry in the Community" (ChemCom). Also included is a listing of useful resources with addresses as well as several charts of chemistry information. (ML)

ED 300 244 SE 049 759

Quick Energy for Elementary Teachers.
National Energy Foundation, Salt Lake City, UT.
PUB DATE- 85
NOTE- 46p.
AVAILABLE FROM- National Energy Foundation, 5160 Wiley Post Way, Suite 200, Salt Lake City, UT 84116 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation Education; *Educational Games; Elementary Education; *Elementary School Science; Energy Conservation; *Energy Education; Environmental Education; Instructional Materials; Laboratory Procedures; *Science Activities; Science Education; *Science Experiments

These activities and activity ideas are designed to reinforce energy concepts when only short periods of time are available. They require little teacher preparation, and take only a few minutes to complete. Some activities can be extended for longer periods of time. The activities have been separated into the following general categories: (1) drawing and verbal communication; (2) research and written communication; (3) energy experiments; and (4) energy games. The activities in category (1) and (2) may serve as ideas for small groups or the entire classroom. Some of these ideas lend themselves well to independent learning centers. The energy-related experiments also lend themselves to learning centers, or may be used as extension activities with the entire class. The energy games are mostly pencil-and-paper activities. Answers to the activities are provided at the end of each section. (CW)

ED 300 385 TM 012 197

Dodd, Alan; And Others
The Effects of Study Skills, Self-Management, and Motivation Training on Academic Performance.
PUB DATE- 87
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Freshmen; Curriculum Evaluation; *Educational Assessment; Higher Education; *Student Motivation; *Study Skills; *Training Methods
IDENTIFIERS- *Self Management
The purpose of this study was to determine the effects of a triadic model of study skills, self-management, and motivation training on academic performance. Study subjects were freshman enrolled in study skills/life skills courses at a small Southwestern university. Two groups of students were given training in study skills and self-management utilizing the same course text. Both groups used the text "Becoming a Master Student" by D. B. Ellis (1985). Students met during two class periods per week for a full semester. One of the two groups, in addition to the regular study skills and self-management training, was administered an experimental motivational treatment that was integrated into course content and was based on a participatory affirmation process. The treatment group included 21 female and 21 male students. The control group included 20 female and 21 male students. A pretest-posttest design was used to evaluate outcomes. Results indicate that motivation is a salient variable in study skills research. A 32-item list of references is provided. (Author/TJH)

ED 300 414 TM 012 410

Assessment Handbook: A Guide for Assessing Illinois' Students.
Illinois State Board of Education, Springfield.
PUB DATE- 88
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Achievement Tests; Curriculum Development; Educational Assessment; Elementary Secondary Education; Evaluation Methods; Evaluation Utilization; Recordkeeping; Resource Materials; *School Districts; *Standardized Tests; *State Programs; *Student Evaluation; Test Items
IDENTIFIERS- *Illinois

This manual, which is provided as a resource for Illinois School Districts and which incorporates some of the materials in the Alaska Department of Education's Assessment Handbook, is designed to meet the requirements of Public Act 84-126 and to help practitioners develop student assessment plans of local usefulness. Areas covered in the guidelines include the nature of assessment and a comprehensive assessment system, involvement of staff and other constituent groups, types of assessment, alignment of assessment with curriculum and instruction, selection of standardized achievement tests, construction of local assessment procedures, administration of assessment programs, keeping records, and reporting assessment results. Assessment planning roles for teachers, administrators, curriculum coordinators, school board members, and parents are outlined. Other important considerations addressed include maximizing validity and reliability, avoiding bias, using multiple approaches, assessing different cognitive levels, using assessment procedures for multiple purposes, and developing an assessment schedule. Appendices include a glossary of assessment terms, a list of contact persons for proposals for funding for development and dissemination of effective assessment practices, and guidelines for improving test questions. (TJH)

ED 300 442 TM 012 486

Update on Student Performance in Reading, Mathematics, and Writing: 1988.
North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- 88
NOTE- 70p.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Gains; *Grade 10; High Schools; High School Students; *Mathematics Achievement; Mathematics Tests; *Minimum Competency Testing; *Reading Achievement; Reading Tests; State Programs; Testing Programs; *Test Results; *Writing Evaluation
IDENTIFIERS- High School Sophomores; *North Carolina High School Competency Tests

The North Carolina Competency Testing Program in reading, mathematics, and writing has been administered in all public schools in the state to students in grade 10 and those in grades 11 and 12 who had not previously passed this test. A total of 72,324 and 72,393 sophomores took the reading and mathematics tests, respectively, in 1988. The reading test was passed by 93.3% of high school sophomores, a decline of just over one percentage point from the passing rate in the 1985-1987 period. The mathematics test was passed by 89.7%, lower than the passing rates for 1982-1987, but higher than the rates for the 1978-1981 period. The most dramatic improvement in reading and mathematics occurred among Blacks and American Indians. In this third year of administration of the Competency Tests in writing, 87.2% of sophomores passed the writing objective test and 94.7% passed the writing essay test. This is lower than passing rates of 1987 for the objective test and higher on the essay test. The percentage of sophomores passing all four tests on the first attempt increased slightly over 1987. Data on students passing the tests, broken down by region, are summarized in 17 tables. (SLD)

ED 300 355 SP 030 661

Facts about Blood Cholesterol. Revised.
National Heart, Lung, and Blood Inst. (DHHS/NIH), Bethesda, MD.
REPORT NO.- NIH-88-2696
PUB DATE- Nov 87
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Body Weight; *Cardiovascular System; *Eating Habits; *Nutrition; *Physical Health
IDENTIFIERS- *Blood Cholesterol

This fact sheet offers information on blood cholesterol and its implications for a healthy heart. An explanation is given of the known facts about cholesterol and how it affects the body. A chart is provided that lists various foods and their fat and cholesterol contents. (JD)

ED 300 321 SO 019 476

Richard Bassett: Soldier-Statesmen of the Constitution. A Bicentennial Series, No. 3.

Army Center of Military History, Washington, D.C.
REPORT NO.- CMH-Pub-71-3
PUB DATE- 87
NOTE- 9p.; For other documents in this series, see SO 019 474-496.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Collected Works - Serials (022)
DESCRIPTORS- Biographies; Colonial History (United States); *Military Service; *Political Influences; *Public Service; *Revolutionary War (United States); *State History
IDENTIFIERS- *Bassett (Richard); Bicentennial; Delaware; *Signers of the United States Constitution; State Governors; United States Constitution

Richard Bassett's experiences as a politician and soldier during the Revolutionary War broadened his political horizons for the War had demonstrated to him the need for greater regional and national cooperation if the political and economic promises of independence for the United States were to be realized. This booklet on Bassett is one in a series on Revolutionary War soldiers who later signed the U.S. Constitution, and reviews covers his political service to Delaware prior to the War, his military service, and his role as a representative from Delaware at the Constitutional Convention and in Delaware's ratification of the U.S. Constitution. Personal data about Bassett and a bibliographic essay of further readings are also included. (DJC)

ED 300 339 SP 030 289

Dawson, Jeffrey R.; And Others
Immunology & Human Health.
Biological Sciences Curriculum Study, Colorado Springs.; Foundation for Blood Research, Scarborough, ME.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 86
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Allergy; *Biology; *Communicable Diseases; *Disease Control; *Epidemiology; *Health Education; High Schools; Immunization Programs; Preventive Medicine
This monograph was designed for the high school biology curriculum. The first section reviews the major areas of importance in immunology. Section three contains six instructional activities for the high school classroom and the second section contains teacher's materials for those activities. The activities address for students some of the major concepts of immunology. They relate those concepts to lives of students to show how advances in immunology impinge directly or indirectly on their own health, on the health of the community at large, and in the case of Acquired Immune Deficiency Syndrome, on public policy and perceptions of normality. (JD)

ED 300 400 TM 012 377

Emihovich, Catherine; And Others
The Making of a Model: Utilizing Consensus in Formative Evaluation.
PUB DATE- Oct 87
NOTE- 14p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Evaluation Criteria; *Evaluation Methods; Evaluators; *Formative Evaluation; Instructional Leadership; Performance Factors; Personnel Evaluation; Principals; *Program Evaluation; Recognition (Achievement); State Programs
IDENTIFIERS- *Consensus Models; Principal Incentive Program; *Stakeholder Evaluation
A case study description of work toward developing an evaluation model for implementation of a statewide principal incentive program illustrates the achieving of consensus when multiple stakeholders' interests were involved. The type of training and background needed by evaluators are also considered. In response to the Educational Improvement Act of 1984 (South Carolina), principal improvement programs were initiated, requiring an evaluation model. The first task was to select criteria and performance indicators. Extensive discussion by a committee of educators and community representatives reduced the list to 25 indicators. The next task was identifying appropriate evidence for judging performance. Use of small groups helped build consensus. The model as constituted was evaluated with a hypothetical case study. The process suggested that successful evaluators need diversified training and an understanding of evaluation in multiple contexts. Models that make sense to stakeholders should be used. The outlined model includes the dimensions of student achievement, leadership, staff supervision, community relations, and personal development. (SLD)

ED 300 428 TM 012 431

Yonan, Barbara; Baenen, Nancy R.
Title VII Program. Final Technical Report: 1986-87.
Austin Independent School District, Tex. Office of Research and Evaluation.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- AISD-86.42
PUB DATE- Feb 88
NOTE- 228p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Achievement Gains; *Bilingual Education Programs; Elementary Secondary Education; *English (Second Language); *Federal Aid; Hispanic Americans; *Limited English Speaking; *Program Evaluation; Spanish Speaking
IDENTIFIERS- Austin Independent School District TX; *Emergency School Aid Act 1972
Title VII federal funds have been used in the Austin (Texas) Independent School District (AISD) to help limited English proficient (LEP) students. In 1986-87, 4,143 students were assisted, 87% of whom were Spanish speakers. LEP students in the AISD are helped through Transitional Bilingual Education (TBE) and English as a Second Language (ESL) instruction. TBE is available to pre-kindergarten through grade 8. The regular secondary program is also enhanced for Hispanic LEP students. Pre- and posttest data were analyzed for four tests (including the Language Assessment Battery) by grade and test area. In 1986-87, English proficiency improved significantly at four of six tested grade levels, with 78% of individual students scoring gains. English achievement levels generally improved. Spanish proficiency and achievement results were generally positive. A total of 120 students received tutoring through Title VII in 1986-87, compared to 76 the previous school year. Parent workshops provided in 1986-87 (n=18) received uniformly positive ratings and comments. The bulk of the report consists of 10 appendixes giving facts and figures on test results, teacher and administrator survey results, tutor records, parent workshops, district records, and dropouts. (SLD)

ED 300 457 TM 012 507

Laing, Joan; And Others
Accuracy of Self-Reported Activities and Accomplishments of College-Bound Students. ACT Research Report Series 87-6.
American Coll. Testing Program, Iowa City, Iowa.

PUB DATE- Jul 87
NOTE- 26p.; For related document, see TM 012 508.
AVAILABLE FROM- American College Testing (ACT) Research Report Series, P.O. Box 168, Iowa City, IA 52243.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Background; *College Bound Students; College Entrance Examinations; *Demography; Extracurricular Activities; Higher Education; *High School Students; Profiles; *Reliability; *Student Characteristics; Student Interests; Student Records
IDENTIFIERS- Accuracy of Self Reports; *ACT Assessment; Concordance (Data); *Self Report Measures

This paper examines the accuracy of student-reported demographic characteristics, activities, and accomplishments provided through the American College Testing (ACT) Assessment Program. The accuracy of five background characteristics, nine extracurricular activities, and 15 special accomplishments reported by students completing the ACT Assessment Student Profile Section was examined. Data were collected on 477 students, who took the ACT Assessment in February or April of 1986, enrolled at 67 high schools. The students' responses were compared with the responses of high school staff to a questionnaire concerning student demographic data. Student response data were classified as congruent with school information, incongruent with school information, or incomplete. It was found that students generally reported such data with a high degree of accuracy. The typical rate of incongruent responses when school- and student-reported data were compared was about 10%; of this 10%, only about 6% of the students claimed credit for an activity or accomplishment that the school did not confirm. These results suggest that, for most purposes, colleges can be fairly confident that the reports of activities and accomplishments provided on students' ACT assessment records are accurate. The Student Profile Questionnaire is appended. (TJH)

ED 300 498 UD 026 495

Schermer, George; And Others
Expanding Opportunities for Urban Minorities: Housing's Role, Broadly Defined.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Rockefeller Foundation, New York, N.Y.
PUB DATE- Jun 88
NOTE- 100p.; Report based upon the Urban Institute Symposium on Residential Mobility and Minority Incomes (Washington, DC, April 21-22, 1988).
AVAILABLE FROM- The Urban Institute, 2100 M Street, N.W., Washington, DC 20037 ($11 prepaid; commissioned papers also available separately; contact institute for price information).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Equal Education; Equal Opportunities (Jobs); *Housing Discrimination; *Minority Groups; *Policy Formation; Public Policy; Racial Segregation; *Research Design; Research Projects; Slums; Social Science Research; Transportation; Urban Demography; *Urban Education; *Urban Environment; Urban Problems; Urban to Suburban Migration

Recognizing the broad range of social and economic limitations associated with residential segregation, the Ford and Rockefeller Foundations initiated a research program to define the extent of these problems and to advance strategies for dealing with them. The initial phase of the project commissioned research papers which were reviewed and discussed at a symposium by members of the legal and advocacy communities. The outcome of the symposium was a shift in emphasis away from residential mobility as a solution to urban minority problems, toward a more balanced policy and research approach emphasizing improved education, employment, and housing opportunities in central cities. The first part of this report synthesizes the findings and policy recommendations contained in the following commissioned papers: (1) "Minorities in Suburbia" (Eunice and George Grier); (2) Metropolitan Housing Opportunities for Poor and Working Class Minorities" (Margery Austin Turner; Douglas B. Page); (3) "Segregated Housing, Educational Inequality, and the Possibility of Urban Integration" (Gary Orfield); (4) "Spatial Mobility, Minority Class Structure, and the Urban Underclass" (Douglas B. Page); (5) "Metropolitan Decentralization, Transit Dependence, and the Employment Isolation of Central City Black Workers" (Yale Rabin); and (6) "The Economic Performance of Minorities in National and Urban Labor Markets" (Wayne Vroman). The second part of the report outlines a research agenda based on these papers which supports a general strategy for expanding opportunities for minorities in urban areas. An extensive bibliography is organized according to the following topics: (1) Education; (2) Transportation; (3) Urban Economic/Employment Patterns; (4) Urban Residential Patterns; (5) Minority Income and Class Structure; (6) Policy and Legal. Statistical data are included on four graphs. A discussion of the research agenda, and the symposium program and a list of attendees are included in the appendices. (FMW)

ED 300 199 SE 049 681

Nagaraj, D. N.; Satheesh, H. L.
Science and Technology of Rural Transport System. Teaching of Science and Technology in Rural Areas.
National Council of Educational Research and Training, New Delhi (India).; Regional Coll. of Education, Mysore (India).
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 88
NOTE- 63p.; For other reports under this project, see SE 049 682-684.
AVAILABLE FROM- ERIC/SMEAC, 1200 Chambers Road, Columbus, OH 43212 (on loan for 2 weeks, $5.00 prepaid).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; Mechanics (Physics); Physics; Rural Education; *Rural Extension; Rural Schools; *Science Activities; *Science and Society; Science Curriculum; Science Education; *Science Materials; Science Programs; Scientific Concepts; Secondary Education; *Secondary School Science; *Transportation
IDENTIFIERS- *India (Mysore State)
Most science curriculum innovations seem to have their origins and emphases in urban intellectual concerns and their content generally caters to university bound students. The reason for the failure of rural students in science subjects may be the lack of relevancy of the program to the needs of individuals living in rural areas. Chapter 1 describes the components, history, and modes of transportation systems with four activities. Chapter 2 uses 21 activities to help explain some scientific terms and principles involved, such as speed, force, Newton's laws of motion, inertia, weight, frictional force, center of gravity, moment of force, conservation of energy, pressure, erosion and topography. Chapter 3 discusses the bullock-cart as one example of a mode of transport. Topics discussed include the name, function, usage, power transmission sequence, energy losses, role of roads, systems approach, and design and construction ideas of the cart with three activities. Test questions are provided at the end of each chapter. (YP)

ED 300 229 SE 049 740

Human Dimensions of Global Environmental Change: Proposals for Research. Report of a Chinese-U.S. Workshop (May 12-16, 1988).
PUB DATE- 88
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Science; *Conservation (Environment); *Environmental Education; *Global Approach; Higher Education; *International Cooperation; Science Education; World Affairs; *World Problems
IDENTIFIERS- China

In 1986, the International Council fo Scientific Unions (ICSU) launched the International Geosphere-Biosphere Programme: A Study of Global Change (IGBP). The IGBP seeks to focus attention on the physical, chemical, and biological processes which contribute to understanding the components of the Earth as a system. The research topics presented in this report focus on the human dimensions of global environmental change and on approaches to understanding the relationship between human activity and global change. Following an article on the background of the program and an overview, several topics are discussed including: "The Social Dimension of Resource Use"; "Assessment and Perception of Environmental Change"; and "Impact of Institutional Mechanisms on the Environment." In conclusion, the workshop participants strongly urged international cooperation in this field. An appendix includes lists of the Chinese and American participants in the Human Dimensions of Global Environmental Change workshop which was held in May, 1988, at Peking University. (CW)

ED 300 356 SP 030 662

Facts about Exercise: How To Get Started. Sample Exercise Programs. What Is Fact and What Is Fiction?
National Heart, Lung, and Blood Inst. (DHHS/NIH), Bethesda, MD.
PUB DATE- 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cardiovascular System; *Exercise; Exercise Physiology; *Individualized Programs; *Jogging; Physical Fitness; Physical Health
IDENTIFIERS- *Walking

These fact sheets focus on exercising for improved physical fitness. Answers to common questions about exercise are presented. An outline is provided on two exercise programs--walking and jogging. A discussion is presented on how to start an exercise program. A chart provides information on heart rates for different ages and the length of exercise time required to obtain and sustain a desirable rate. (JD)

ED 300 372 TM 012 051

Mason-Dorman, Cheryl; And Others
Graduates, Dropouts, and Withdrawals, 1985-1986. Report No. 8722.
Philadelphia School District, PA. Office of Planning, Research and Evaluation.
PUB DATE- Mar 87
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Persistence; Asian Americans; Black Students; *Dropout Rate; Dropouts; Elementary Schools; Elementary Secondary Education; *High School Graduates; High Schools; Hispanic Americans; School Districts; School Holding Power; Statistical Data; *Student Attrition; White Students; *Withdrawal (Education)
IDENTIFIERS- *Philadelphia School District PA
This report describes the dropout rate for the Philadelphia (Pennsylvania) School District for the year 1985-86. All students eligible to drop out--those between 15 and 21 years old in grades 7 through 12 or in Special Education or ungraded equivalents--were identified (N=70,025). The number of dropouts--not including runaways or those whose whereabouts were unknown--was 3,061 females and 3,788 males (9.8%); this rate was lower than that in 1984-85. Tenth graders had the largest number of dropouts (2,545), and the lowest percentages of dropouts for all races and sexes occurred at grades 7 and 8. A total of 4,305 black and 1,162 white students dropped out. There were 32,382 withdrawals (including graduates), which was about 16% of the total enrollment. Most withdrawals occurred at ages 5 to 6 and 14 to 19 years (in kindergarten and grades 1 and 10). Over 61% of those who withdrew were white students leaving public kindergarten and grade 1 for a private or parochial school. The total number of graduates in June of 1986 was 9,437. Tables and graphs provide data on graduates, dropouts, and withdrawals by age, race, and reason for withdrawal. Additional reports are to be published annually, and a cohort study of grade 9 is currently being conducted. Appendices compare the 1979-80 report and provide a glossary of terms and a map of Philadelphia. (SLD)

ED 300 471 UD 026 389

Country Rankings of the Status of Women: Poor, Powerless, and Pregnant. Population Briefing Paper No. 20.
Population Crisis Committee, Washington, D.C.
PUB DATE- Jun 88
NOTE- 12p.; Color graphs may reproduce poorly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Birth Rate; Comparable Worth; *Cross Cultural Studies; Differences; Early Parenthood; Economically Disadvantaged; *Educational Attainment; *Employment; Equal Education; Equal Opportunities (Jobs); Family (Sociological Unit); Family Status; *Females; *Health Needs; Literacy; Marital Status; Regional Characteristics; Sex Differences; Social Status; *Socioeconomic Status; Unwed Mothers; World Problems
IDENTIFIERS- Access to Health Care; *Feminization of Poverty; World Studies

In this study of 99 countries, representing 2.3 billion women (92 percent of the world's female population), 20 indicators measure women's well-being in the following sectors: (1) health; (2) marriage and children; (3) education; (4) employment; and (5) social equality. Original data for each of the 20 indicators were converted mathematically to 5 point scales, giving a maximum total score of 100 points per country. Countries are ranked for each of the five sectors. General conclusions are provided about the quality of life for women worldwide for each of the five sectors. General findings include the following: (1) women in all countries aspire to have equal opportunities with men in the areas of employment, health care, and social status; (2) in no country surveyed have women achieved overall equality; (3) in over half these countries conditions for women were ranked as poor, very poor, or extremely poor; and (4) North American and Northern European countries ranked highest, while Africa, the Middle East, and South Asia ranked lowest. (BJV)

ED 300 484 UD 026 466

Ascher, Carol
Improving the School-Home Connection for Poor and Minority Urban Students. ERIC/CUE Trends and Issues Series, Number 8.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 87
NOTE- 27p.
CONTRACT- 400-86-0015
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Community Resources; *Economically Disadvantaged; Elementary Secondary Education; Family Environment; *Minority Groups; Parent Attitudes; Parent Child Relationship; Parent Grievances; Parent Influence; Parent Participation; *Parent Role; *Parents; *Parent School Relationship; *Urban Schools
The resurgence of interest in parent involvement in education comes at a time when the traditional roles of both the school and the family are under great stress. The contemporary concept of parent involvement refers to parents initiating learning activities at home to improve their children's performance at school. Used most broadly, parent involvement includes all the ways in which home life socializes children for school. Underlying all definitions is the need for continuity between the home and the school. Poor and minority parents have complained that the schools are not run to benefit their children; educators complain that the parents of those students who tend to be the lowest achievers are so burdened by their own lives that they are of little help. Efforts must be made to decrease parent alienation and to strengthen the parent school relationship. Some analysts suggest that the home and the school must be supported by wider cooperative arrangements with community organizations. A four-page list of references is included. (FMW)

ED 300 186 RC 016 805

Obenwiller, Phillip J.; And Others
The Lower Price Hill Community School: Strategies for Social Change from an Appalachian Street Academy.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- Oct 87
NOTE- 16p.; In: Education in Appalachia. Proceedings from the Conference; see RC 016 800.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; Change Strategies; Community Action; Community Change; Community Involvement; *Community Schools; Community Services; Community Support; *Dropouts; High School Equivalency Programs; Low Income Groups; Private Schools; Rural Population; Rural to Urban Migration; *Rural Urban Differences; *Rural Youth; School Community Relationship; Secondary Education; *Social Change; Urban Education; *Urban Environment; Urban Schools
IDENTIFIERS- *Ohio (Cincinnati)

This paper describes the Lower Price Hill Community School, located in a low-income neighborhood in Cincinnati, Ohio, suggesting that the school's history and operation offer practical steps for improving education for Appalachian people. Conditions faced by urban Appalachians, many of whom migrated to cities following World War II are described and it is argued that urban Appalachians have been poorly served by public schools, where they face ethnic and class discrimination. Lower Price Hill, a heavily Appalachian neighborhood of 2,155 residents, has had one of the highest dropout rates in Cincinnati. Concerned about their education problems, area residents in 1972 formed the community school, housing it in a church basement. Originally staffed by volunteers, classes were voluntary, with a homelike atmosphere. Today, the one-room school covers the top floor of a former parochial school building and offers some 250 students high school equivalency (GED) courses, basic literacy, or a two-year college program. Students are low-income, but intelligent and highly motivated, with a sense of control that reinforces their ideas of community power and autonomy. The school also serves a social function as an informal drop-in center and a site for community meals. It also is seen as an agent for social change, cooperating with advocacy organizations to win reform in the state's GED procedures. The school challenges many ideas held by public school officials, and constitutes a radical experiment for urban Appalachians. A reference list is included. (TES)

ED 300 245 SE 050 081

Stasz, Cathleen

An Intelligent Tutor for Basic Algebra: Preliminary Data on Student Outcomes.

Rand Corp., Santa Monica, Calif.
REPORT NO.- RAND-P-7433
PUB DATE- Apr 88
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
AVAILABLE FROM- The RAND Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 ($4.00, 25% off on 25 or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; *Computer Assisted Instruction; Computer Oriented Programs; Computer Uses in Education; Educational Technology; *Electronic Classrooms; Instructional Innovation; Mathematics Achievement; Mathematics Education; *Mathematics Instruction; Secondary Education; *Secondary School Mathematics; Sex Differences; Student Attitudes; Symbols (Mathematics); *Tutorial Programs; Tutoring

Intelligent tutoring systems (ITS) aim to improve upon previous computer-aided instruction programs by embedding much of the expert knowledge that good human teachers possess. While ITS research has a practical goal of developing programs that assist students in learning, there is little data on their instructional effectiveness. This paper presents preliminary student outcomes from the initial introduction of a prototype intelligent computer-based algebra tutor in a California high school. The focus is on student characteristics, including their background and attitudes about computers and computer-based instruction, and their evaluation of the tutor's usefulness for learning. Pre- and post-semester algebra achievement tests and final course grades provide data on student learning for 80 participants. It was concluded that: (1) positive attitudes toward learning with computers, experiences with this algebra tutor and previous computer experience appear to be unrelated to actual achievement in algebra; (2) there is a significant negative relationship between programming and overall algebra achievement; (3) gender differences existed; and (4) the preliminary data tell little about the relationships between student characteristics, overall achievement, and the nuances of learning algebra with an intelligent tutoring system. (Appended is the student questionnaire and achievement test.) (PK)

ED 300 261 SE 050 106

Dubeck, Leroy W.; And Others
Science in Cinema. Teaching Science Fact through Science Fiction Films.
REPORT NO.- ISBN-0-8077-2916-7
PUB DATE- 88
NOTE- 187p.
AVAILABLE FROM- Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027 ($17.95 paper copy--ISBN-0-8077-2915-9; $28.95 cloth copy--ISBN-0-8077-2916-7).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Biological Sciences; College Science; *Fantasy; Filmographies; *Films; Higher Education; Nonprint Media; *Physical Sciences; Science Education; *Science Fiction; *Science Instruction; Scientific Concepts; Secondary Education; Secondary School Science; Teaching Methods
Many feel that secondary school graduates are not prepared to compete in a world of rapidly expanding technology. High school and college students in the United States often prefer fantasy to science. This book offers a strategy for overcoming student apathy toward the physical sciences by harnessing the power of the cinema. In it, ten popular science fiction films including: (1) "Forbidden Planet"; (2) "The Day the Earth Caught Fire"; (3) "Destination Moon"; (4) "When Worlds Collide"; (5) "The Day the Earth Stood Still"; (6) "Them!"; (7) "The Andromeda Strain"; (8) "Five Million Years to Earth"; (9) "The Day of the Triffids"; and (10) "Colossus: The Forbin Project" are analyzed in depth. Detailed plot summaries are provided and a point-by-point guide to the scientific issues raised by each. Also included are capsule descriptions of 24 additional science fiction films, many of which can be found on videotape. The document states that science fiction films can reverse negative attitudes that many students have toward real science by moving them from familiar experiences they enjoy to an appreciation of unfamiliar experiences such as physics, chemistry, astronomy, and biology. (CW)

ED 300 276 SE 050 127

Clariana, Roy B.
Peace Corps Nepal 1988 Preservice Technical Training Manual for Math and Science Teacher Trainers N/166a.
PUB DATE- 88
NOTE- 148p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Foreign Countries; Job Analysis; *Mathematics Teachers; Preservice Teacher Education; Science Education; Science Programs; *Science Teachers; *Teacher Education; Teacher Education Programs; *Teacher Educators; Teaching Methods; Teaching Skills
IDENTIFIERS- *Nepal; *Peace Corps
The Peace Corps (PC) has provided teachers for Nepal's schools for 25 years. The increasing population and especially the increased demand for educational opportunities is exceeding the supply of available trained teachers. In response to this need, PC/Nepal has shifted its emphasis in the education sector from providing teachers to providing teacher trainers. The purpose of this task analysis is to define this new PC role and to provide systematic information for preservice and inservice training activities. This document contains four sections: (1) task analysis; (2) job description; (3) technical training sessions; and (4) technical readings. The task analysis was developed through interviews and review of program materials and documentation. The other sections were developed based upon the task analysis. The job description, technical training sessions, and technical readings were compiled into a technical training manual which the mathematics and science trainees received during the first week of the preservice training. The last two sections are organized into general teacher and mathematics/science teacher training sessions. (Author/YP)

ED 300 305 SO 019 405

Duffy, Gavan
Theory and Text: How Textual Analysis Can Help Build International Relations Theory.
PUB DATE- 2 Apr 88
NOTE- 26p.; Paper presented at the Annual Meeting of the International Studies Association (29th, St. Louis, MO, March 29-April 2, 1988). Some pages may not reproduce clearly. Printed on light aqua paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Hypothesis Testing; *International Relations; Models; Research Methodology; Social Science Research; Statistical Analysis; *Theories
IDENTIFIERS- *Numerical Analysis; *Textual Analysis
This paper assesses the relative merits of numerical and textual approaches to the study of international events. While enjoying a much longer history, numerical approaches have certain representational drawbacks that do not apply to textual approaches.

Textual models provide a more adequate descriptive foundation for the study of international events. The paper argues that attention should be devoted to the development of hypothesis-testing techniques for the analysis of international events and suggests the form those test might take. The paper calls for efforts to apply existing textual analytic methods to international events' analysis and for efforts that would attract computational linguists to this application area. A 57-item bibliography is included. (Author/JHP)

ED 300 322 SO 019 477

James McHenry: Soldier-Statesmen of the Constitution. A Bicentennial Series, No. 4.
Army Center of Military History, Washington, D.C.
REPORT NO.- CMH-Pub-71-4
PUB DATE- 87
NOTE- 9p.; For other documents in this series, see SO 019 474-496.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Collected Works - Serials (022)
DESCRIPTORS- Biographies; Colonial History (United States); *Military Service; *Public Service; *Revolutionary War (United States)
IDENTIFIERS- Bicentennial; Continental Congress; Maryland; *McHenry (James); *Signers of the United States Constitution; United States Constitution

Less than five years after his first landing in the American colonies, James McHenry, a well-education Scots-Irish immigrant, was serving with the Continental Army outside Boston (Massachusetts), and his military experience led him into a lengthy career of public service where he forcefully and consistently upheld the ideal of a strong central government. This booklet on James McHenry is one in a series on Revolutionary War soldiers who later signed the U.S. Constitution. The booklet reviews his first years in Philadelphia (Pennsylvania), his military service as a physician under George Washington and the Marquis de Lafayette, and his public service after the War as a Maryland representative to the Constitutional Convention and as Secretary of War under Presidents George Washington and John Adams. Personal data about McHenry and a bibliographic essay of further readings are also included. (DJC)

ED 300 415 TM 012 411

Chipman, Susan F.
Word Problems: Where Test Bias Creeps In.
PUB DATE- Apr 88
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Portions of appendices may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Arithmetic; Elementary Secondary Education; *Item Analysis; *Mathematics Tests; *Problem Solving; Semantics; *Sex Bias; *Test Bias; Testing Problems; *Word Problems (Mathematics)
The problem of sex bias in mathematics word problems is discussed, with references to the appropriate literature. Word problems are assessed via cognitive science analysis of word problem solving. It has been suggested that five basic semantic relations are adequate to classify nearly all story problems, namely, change, combine, compare, vary, and transform relations. The idea that rapid penetration to formal mathematical structure of a problem is the essence of the word problem solution is contrasted to the often sexually-biased psychological reality faced by the examinee. Research on logical reasoning has largely neglected the influence of problem content, which is often sexually biased, on the solution of mathematics word problems. Nevertheless, there is a great deal of research that indicates that problem content has a great influence on performance. Experimental studies on the effects of problem content, incorporating possible sexual biases, are recommended. Four graphs and two tables showing masculine, feminine, and neutral test items conclude the document. (TJH)

ED 300 443 TM 012 488

Traub, R.; And Others
Teacher Assessment Practices in a Senior High School Mathematics Course. Final Report.
Ontario Inst. for Studies in Education, Toronto.
PUB DATE- Jun 88
NOTE- 133p.; Some appendices are marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Calculus; *Classroom Techniques; College Bound Students; *College Preparation; Educational Assessment; Foreign Countries; *Grading; Mathematics Tests; Postsecondary Education; Secondary Education; Secondary School Mathematics; Secondary School Students; *Secondary School Teachers; *Student Evaluation; Testing
IDENTIFIERS- *Ontario
The relationship between teaching and assessment in Ontario (Canada) was studied via analysis of classroom practices, content of assignments and tests, grading practices, and responses to a common marking task of 17 Grade 13 Calculus teachers. Research on means of student assessment procedures for Grade 13 examinations was initiated in 1986. Since then, student assessment has been conducted by experienced teachers. This study focused on whether teachers were assigning course marks that were comparable in terms of curricular emphasis, the kinds of evidence collected about student achievement, criteria used by teachers to assess evidence, and marking standards. The grade 13 (pre-university) calculus course is successfully completed by 30,000 Ontario students each year. After a pilot study during the fall semester of the 1986-87 school year, a spring semester main study was conducted, followed by a study of marking standards during the fall of 1987-88. Activity logs, supplemental teaching materials, assessment instruments, marked examination papers, and final mark records were reviewed. Examinations and term tests were the main determinants of student grades. Results show: wide variations across teachers in allocation of classroom time to various activities; substantial differences in content emphasis; substantial agreement among the teachers as to the relative importance of examination questions and relative quality of 20 sample student papers; and substantial disagreement among the teachers as to the absolute quality of the student papers. (TJH)

ED 300 511 UD 026 509

Rabin, Yale
Metropolitan Decentralization, Transit Dependence, and the Employment Isolation of Central City Black Workers.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Rockefeller Foundation, New York, N.Y.
PUB DATE- Dec 87
NOTE- 83p.; Report prepared for the Urban Institute Symposium on Residential Mobility and Minority Incomes (Washington, DC, April 21-22, 1988). Tables may be marginally legible. For related document, see UD 026 495.
AVAILABLE FROM- The Urban Institute, 2100 M Street, N.W., Washington, DC 20037.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; Decentralization; Demography; *Equal Opportunities (Jobs); Ghettos; *Housing; Inner City; *Migration; Population Trends; Racial Segregation; *Residential Patterns; Suburban Housing; Suburbs; Transportation; Urban Demography; Urban Population; *Urban to Suburban Migration; Whites
IDENTIFIERS- *Public Transportation
The barriers of housing segregation have been reinforced for blacks living in central-city ghettos by the process of metropolitan decentralization, which has moved most whites beyond social contact, and most employment beyond reach of available public transportation. Despite gains in the number of blacks who found housing in the suburbs in the 1970s, the great majority of metropolitan blacks (71 percent) remain concentrated in the central cities of the largest Standard Metropolitan Statistical Areas, and their number is increasing as a proportion of the population. While whites have steadily migrated from the cities to the suburbs, blacks have steadily moved from the suburbs to the cities. Since World War II, employment, particularly blue collar employment, has left the central cities for suburban locations along regional highway networks. During the past 40 years, nearly two out of every three new jobs created have been in the suburbs of metropolitan areas, and most are not accessible by public transportation. These dramatic changes in the distribution of the population have profoundly altered patterns of access, and have produced increasing isolation among those without access to an automobile. In this group, blacks are greatly overrepresented. A list of 45 references is included. Extensive statistical data are included on 13 tables. (FMW)

ED 300 213 SE 049 708

Engineering Research Centers. NSF Program Management and Industry Sponsorship. Report to Congressional Requesters.
General Accounting Office, Washington, D.C.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. Senate Committee on Commerce, Science, and Transportation.
REPORT NO.- GAO/RCED-88-177
PUB DATE- Aug 88
NOTE- 83p.; Charts may not reproduce well.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first copy free, $2.00 each additional copy; 25% discount for 100 or more).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Science; *Engineering; *Engineering Education; Engineering Technology; Engineers; Higher Education; *Program Descriptions; *Research and Development; *Research and Development Centers; Research Projects; Research Universities; School Business Relationship; Science Education; Science Programs
IDENTIFIERS- *Engineering Research Centers; National Science Foundation

This document concerns the operation and evaluation of the National Science Foundation (NSF) Engineering Research Center (ERC) program. Included with a general letter addressing the operation of the program are several appendices which attempt to answer the questions put forth in the letter. These appendices include considerations of: (1) objectives, scope and methodology of ERC; (2) selection process used by ERC; (3) monitoring of ERCs by NSF; (4) evaluation process used by NSF; (5) reasons for participating in a program and continuing support provided; (6) engineering education and interactions of industry and universities; (7) collaboration, research results, and technology transfer of ERCs; and (8) a profile of the industry. Also included are locations of ERCs for 1985-87 and results of the General Accounting Office surveys of the NSF's ERCs and industrial participants. (ML)

ED 300 291 SO 019 381

The Quarterly: A Newsletter to Update Resources for Teaching Virginia Government, Vol. III.
Virginia Univ., Charlottesville. Center for Public Service.
PUB DATE- 88
NOTE- 38p.; For related document, see ED 294 788.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Uses in Education; Constitutional History; Instructional Materials; Local Government; *Municipalities; Political Campaigns; Secondary Education; *Social Studies; *State Government; Television; *Utilities
IDENTIFIERS- *United States Constitution; *Virginia

This newsletter has been designed to update and supplement the curriculum guide "Resources for Teaching Virginia Government." Issue 1 features "Campaigning on the Tube" (J. Babb), an articles that teaches about television's role in promoting political events and candidates in Virginia. "...Demagogues, Pedagogues, Gogmagogs, Brobdignags... Virginia Ratifies the Constitution" (J. Beard), the feature article in issue 2, highlights the historical significance of Virginia's U.S. Constitution ratifying convention. Issue 3 presents information about Virginia's public utilities and ratemaking in "The State Corporation Commission and the Regulation of Public Utilities" (T. Long) and in accompanying articles that identify the perspectives of the State Corporation Commission, an electric company, and a consumer advocate about utility ratemaking. Issue 4 contains: (1) "Local Government: The Changing Roles of Towns" (B. Holton); (2) "Using the Computer in the Social Studies Classroom" (D. Lineweaver); and (3) "The Jefferson Meeting: A Student Forum" (L. Chase). Each issue contains listings of instructional resource materials, and issues 1-3 provide a section entitled "Virginia Facts and Figures." (JHP)

ED 300 357 SP 030 671

Shaughnessy, Michael F.; Baker, Belinda
Learning Strategies: Teaching Students How To Learn.
PUB DATE- 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavioral Objectives; *Cognitive Processes; Elementary Secondary Education; *Learning Strategies; Memory; *Study Skills; *Teaching Methods; Transfer of Training

A review of research on the subject of how students learn identifies various techniques that have been used successfully in facilitating learning; e.g., memorization, repetition, review. In discussing the differences between active and passive learning, it is pointed out that tactics used by good students include organizational strategies, summarizing, and creating analogies. It is suggested that to improve learning skills, students from their earliest years of schooling should be taught memory aids, highlighting, underlining and summarizing. (JD)

ED 300 386 TM 012 201

Perkins, Kyle
The Respective Advantages and Disadvantages of Different Ways of Measuring the Instructional Sensitivity of Reading Comprehension Test Items.
PUB DATE- Mar 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bayesian Statistics; Correlation; Elementary Secondary Education; Evaluation Methods; Experiments; *Factor Analysis; *Pretests Posttests; Reading Comprehension; *Reading Tests; *Research Methodology; *Test Items; Test Validity
IDENTIFIERS- *Factorial Designs; *Instructional Sensitivity; Instructional Variables
In this paper four classes of procedures for measuring the instructional sensitivity of reading comprehension test items are reviewed. True experimental designs are not recommended because some of the most important reading comprehension variables do not lend themselves to experimental manipulation. "Ex post facto" factorial designs are recommended because they allow the investigator to select and to study two or more variables and their interactions simultaneously. Correlational studies are recommended for the establishment of relationships between variables in the planning stages of an experimental study. Of the large family of instructional sensitivity indices reviewed, only one, the pre-to-post difference index, is recommended because of its demonstrated robustness and simplicity. (Author)

ED 300 401 TM 012 378

Duby, Aliza
Methodology of ETV Formative Evaluation.
SPONS. AGENCY- Human Sciences Research Council, Pretoria (South Africa).
PUB DATE- Jun 87
NOTE- 26p.; Paper presented at the Annual Conference of the Communication Association of Japan (Tokyo, Japan, June 20-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Childrens Television; *Educational Television; *Evaluation Methods; Evaluation Utilization; Foreign Countries; *Formative Evaluation; Program Development; *Programing (Broadcast); Self Evaluation (Groups)
IDENTIFIERS- Childrens Television Workshop NY
Formative evaluation is discussed as it relates to educational television (ETV). Formative evaluation, used to improve a project during its development, is especially valuable in the production of television programs. Methods useful in the formative evaluation of ETV are: (1) try-out studies; (2) learner verification and revision; (3) self-formative evaluation; (4) needs assessment; (5) content analysis; and (6) goal-free evaluation. The ETV components being evaluated include the idea, rationale, content, script, and pilot programs. Advice should be solicited from experts in subject matter fields as well as educators, psychologists, and technical experts. Criteria for formative evaluation of ETV include cognitive and affective criteria as well as those of the medium itself. A model is presented for the ETV formative evaluation process. The experience of the Children's Television Workshop illustrates the concepts of formative evaluation. (SLD)

ED 300 230 SE 049 742

Rosnick, Peter
Students' Symbolization Processes in Algebra.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 82
NOTE- 29p.
GRANT- SED-80-16567
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; Cognitive Development; *College Mathematics; *Concept Formation; Educational Research; Higher Education; Interviews; *Mathematics Instruction; Problem Solving; *Symbols (Mathematics)
IDENTIFIERS- *Mathematics Education Research
The focus of this document is on students' understanding of symbolization processes in algebra, and specifically their understanding of semantically laden letters. In the first four sections, four inappropriate ways in which many college students use semantically laden letters are described. Evidence from clinical interview protocols demonstrate students' use of letters in solving algebra word problems in an imprecise, inconsistent, paradoxical, and over-associative manner. In the fifth section, a unifying theory is presented that considers each of the described student behaviors as stemming from the same conceptual framework. Students appear to view the referents of semantically laden letters as undifferentiated conglomerates. Finally, in a sixth section, implications of the data and inferences for students' understanding of symbolization processes in general, for cognitive psychologists, and for teachers and curriculum developers are discussed. (MNS)

ED 300 340 SP 030 333

Chrietzberg, Agnes L.
Equity in Sports Programs for Girls and Women: The View of Sports Leaders.
PUB DATE- 88
NOTE- 13p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Equity (Finance); Elementary Secondary Education; Financial Policy; Higher Education; *Publicity; *Sex Fairness; *Womens Athletics

A survey of 45 leaders of girls' and women's sports in Kentucky sought opinions on sex equity in public school and college athletic programs. Specifically, opinions were elicited about fundings and publicity for girls' and women's sports. Survey participants were predominately female, white, and associated with education in college or public schools as teachers, coaches, administrators, trainers, or sports information personnel. Results indicated that sport leaders expressed attitudes toward funding and publicity that were supportive of educational and developmental values. They generally supported equal funding of sports programs for girls and boys, and equal publicity for all teams regardless of success and fan support. They opposed a business orientation to funding. They also opposed the view that program funding should be proportional to fan support and revenue, and the idea of that publicity should be dependent upon fan interest, team success, or the potential to generate revenue. (JD)

ED 300 429 TM 012 432

Schuyler, Nancy Baenen
Bilingual/ESL Programs, 1986-87 Final Technical Report.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-86.22
PUB DATE- 87
NOTE- 513p.; Some tables are marginally legible.
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education Programs; Elementary School Students; Elementary Secondary Education; *English (Second Language); *Hispanic Americans; Language Proficiency; Limited English Speaking; Preschool Education; *Program Evaluation; Research Reports; Secondary School Students; Spanish Speaking; *Vietnamese People
IDENTIFIERS- *Austin Independent School District TX; *Transitional Bilingual Education Programs
The Austin (Texas) Independent School District served 4,143 students with limited English proficiency in 1986-87. The native language breakdown was 87% Spanish, 5% Vietnamese, and 8% other language groups. The students were served through either the Transitional Bilingual Education program (TBE) or English as a Second Language program (ESL). The TBE, which provided dual-language instruction, is available to Spanish speakers in pre-kindergarten through grade 8 and Vietnamese speakers in kindergarten through grade 6. The ESL provides intensive English instruction to other students; it is a sequential English language instruction program in the skills of listening, speaking, and writing. The ESL also addresses the cultural heritage of both the primary language and of the United States. Title VII federal funds have been used for the regular secondary program for Hispanics since 1985-86. Results of evaluation of the TBE, ESL, and Title VII program provide insights into student Spanish and English language mastery, dropout rates, enrollment and retention rates, general academic achievement and failure, teacher training, student tutoring, curriculum development, and parental involvement. The report includes extensive tabulated data and other supporting materials, and provides 11 appendices. (TJH)

ED 300 458 TM 012 508

Sawyer, Richard; And Others
Accuracy of Self-Reported High School Courses and Grades of College-Bound Students.
PUB DATE- 25 Feb 88
NOTE- 48p.; For related document, see TM 012 507.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Records; *College Bound Students; College Entrance Examinations; *Courses; *Grades (Scholastic); Higher Education; High Schools; *High School Students; *Reliability
IDENTIFIERS- Accuracy of Self Reports; *ACT Assessment; Concordance (Data); *Self Report Measures

The High School Course/Grade Information Section (CGIS) of the American College Testing (ACT) Assessment registration folder collects detailed information about the courses students have taken or plan to take in high school, and the grades they have earned in courses they have completed. In this study, data provided by students on the CGIS were compared with corresponding information from their high school transcripts. Indices of concordance between these two sources were computed concerning 30 courses and grades. Data were obtained from 1,074 students who took the ACT Assessment during the 1985-86 school year. Using criteria developed for the study, it was found that for the typical course, about 10% of the students provided no information, about 87% of the students' statements with respect to whether they took the course could be presumed to agree with their transcripts, and about 3% of the students' statements were inconsistent with information on their transcripts. Of the students who provided no information about a course, most, according to school records, had not taken the course. Among students who reported grades for a course, the typical rate of exact agreement between student-reported and transcript grades was 71%. About 97% of the students reported grades that were within one letter grade of the corresponding transcript grades. The CGIS; descriptions of the sample design, selection, weighting, and representativeness; coding forms used in extracting data from high school transcripts; and further comparisons between student-reported and transcript data are appended. Twelve data tables are included. (Author/TJH)

ED 300 200 SE 049 682

Traditional Science and Technology in the Socio-Cultural Context of Rural Areas. Teaching of Science and Technology in Rural Areas.
National Council of Educational Research and Training, New Delhi (India).; Regional Coll. of Education, Mysore (India).
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 88
NOTE- 38p.; For other reports under this project, see SE 049 681-684.
AVAILABLE FROM- ERIC/SMEAC, 1200 Chambers Road, Columbus, OH 43212 (on loan for 2 weeks, $5.00 prepaid).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Engineers; Foreign Countries; *Learning Modules; Rural Education; *Rural Extension; Rural Schools; *Science Activities; *Science and Society; Science Curriculum; Science Education; *Science Materials; Science Programs; Scientists; Secondary Education; *Secondary School Science
IDENTIFIERS- *India (Mysore State)

Most science curriculum innovations seem to have their origins and emphases in urban intellectual concerns and their content generally caters to university bound students. The reason for the failure of rural students in science subjects may be the lack of relevancy of the program to the needs of individuals living in rural areas. This 22-hour instructional module is one of a series on the teaching of science and technology in rural areas. Discussions included are: (1) "General Instructional Suggestions"; (2) "The Work of the Technologist"; (3) "The world around Us"; and (4) "The Contributions of Indian Scientists in the Technical World." The general objectives are to: understand the work of the technologist/scientist and how this work affects the world; make the methods and tools of the technologist more familiar; and make the heritage in the area of related sciences more familiar. Unit plans are provided with content, materials, activities, and evaluation methods. Included are 21 activities and 5 exercises. Appendices include illustrations of the scientific knowledge of tribals, field trip guides, and references. (YP)

ED 300 306 SO 019 407

Kent, Barry C.
Discovering Pennsylvania's Archeological Heritage.
Pennsylvania State Historical and Museum Commission, Harrisburg.
REPORT NO.- ISBN-0-89271-010-1
PUB DATE- 80
NOTE- 50p.; Photographs may not reproduce clearly.
AVAILABLE FROM- Pennsylvania Historical and Museum Commission, P.O. Box 1026, Harrisburg, PA 17108 ($2.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *American Indian Culture; American Indian History; Anthropology; *Archaeology; Community; Cultural Background; Sociology
IDENTIFIERS- *Aboriginal People; Artifacts; Excavations; Native Americans; *Pennsylvania
The primary focus of this booklet is the use of anthropology in archaeology and the history of American Indians and their culture in Pennsylvania. Explanations are given for: (1) anthropology; (2) the purpose of archaeology; (3) archaeological interpretations and patterns of culture; (4) types of societies (bands, tribes, chiefdoms, and states); (5) customs and their diffusion; and (6) artifacts. The cultural periods covered include paleo-Indian, early, middle, and late woodland, the U.S. colonial period, and the Native American cultures. Given specific mention are the Delaware, the Monongahela, the McFate, and the Susquehannock tribes. The archaeological sites under excavation in Pennsylvania are Clemsons Island, Shenks Ferry, McFate in Crawford County, and Conestoga Town. An 18-item selected annotated bibliography is included, and the topics covered are anthropology, culture and social organization, introductory archaeology, North American and general eastern United States archaeology, Pennsylvania archaeological studies, and Pennsylvania Indians of historic periods. (DJC)

ED 300 373 TM 012 065

Baglin, Roger F.
Graduate Destination Report, 1986.
Rochester City School District, N.Y.
PUB DATE- Mar 87
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Aspiration; College Attendance; *College Bound Students; Educational Attainment; Education Work Relationship; Enrollment; *Followup Studies; *Graduate Surveys; *High School Graduates; Mail Surveys; *Noncollege Bound Students; Occupational Aspiration; Secondary Education; Vocational Followup
IDENTIFIERS- *Rochester City School District NY
As an update and continuation of a report covering the period 1979-1985, this report contains data collected from November 1986 through January 1987 on the destinations of June 1986 graduates of the Rochester (New York) City Schools. A single postcard mailing was followed by intensive efforts to reach the 400 randomly-sampled high school graduates by telephone. There were 326 respondents; 280 of these had complete data from June and December. The broad categories of college (33.75%) and employment (32%) were approximately equal. Occupational training/apprenticeship--a new category--was 2.25%; military service increased to 7.25%; and the category for other, including unemployed, held steady at 6.25%. An optional question about whether the school system had adequately prepared the graduate for the chosen destination was answered by only 166 graduates; 135 of whom indicated "Yes," and 31 indicated "No." Only about two-thirds of 238 students with data available from a December questionnaire had correctly predicted their destinations. A chart of graduate destinations is appended. Eleven pie graphs present graduate destinations overall for 10 different schools. Twelve data tables give the predicted versus actual destinations and show survey return rates and college destinations. (SLD)

ED 300 387 TM 012 202

Goldberg, Gail Lynn; Walker-Bartnick, Leslie
Maintaining Scoring Standards over a Rubric Transition Process.
PUB DATE- Apr 88
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; Elementary Secondary Education; Error of Measurement; Grading; *Scoring; *State Standards; *Testing Problems; True Scores; *Writing Evaluation; Writing Skills
IDENTIFIERS- *Drift (Scoring); Maryland Functional Writing Test; *Rubric Transition Process; Score Variation; Standard Setting

A scoring rubric transition study is described. It was designed to evaluate possible drift in scoring the Maryland Writing Test from year to year (when using a modified holistic scoring method), to evaluate strategies for revising swing rubrics from narrative and explanatory writing while maintaining original scoring standards, and to establish strategies to control drift in the future. Drift involves a systematic change in the application of an observational scale or rating standard. A revised scoring rubric was constructed by committees of Maryland educators. These revised rubrics were then applied to rescoring papers from a 1987 equating study, using prompts from 1984. This return to responses based on the same prompt, recently scored on old rubrics, allowed the identification and correction of drift in scoring standards. Three pools of papers, each about 200 papers, were assembled to provide data on three hypotheses: (1) papers scored in 1984--the standard-setting year--would score lower in 1987 but would receive scores near the originals with the new rubric; (2) the revised rubric would give higher scores on the 1987 papers than would the old rubric; and (3) papers written in 1987 to 1987 prompts would receive lower scores when scored with the rubric before revision than with the revised rubric. These hypotheses were supported, indicating that drift had occurred and had been largely corrected with the revised rubric. It may not be possible to correct back fully, but scores and decisions are much more likely to be true from year to year. Five data tables provide the scoring results. (SLD)

ED 300 472 UD 026 419

Specktor, Peggy; Stafford, Rick, Ed.
Intervention, Treatment, and Prevention of Sexual Abuse and Assault: A Training Program for Racial Minority Service Providers. Final Report.
Minnesota State Dept. of Corrections, St. Paul.
PUB DATE- 88
NOTE- 178p.; A product of the Minnesota Program for Victims of Sexual Assault.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- American Indians; Blacks; Children; Community Organizations; *Counselor Training; Cultural Differences; Hispanic Americans; Incest; *Minority Groups; Pretests Posttests; Prevention; *Program Descriptions; Program Evaluation; Rape; *Sexual Abuse; Social Services; *Social Workers; Victims of Crime
IDENTIFIERS- Cultural Sensitivity; *Minnesota

The Minnesota Program for Victims of Sexual Assault conducted a 9-month training program for racial minority human service professionals from September 1983 through May 1984. The objectives of the project were to improve the identification, intervention, and treatment of sexual assault victims and their families. The project targeted Blacks, American Indians, and Hispanics. This report, which documents the project, is divided into three parts. Part 1 provides background information. Part 2 describes the trainee selection process and program format, and specifically reviews the topic content and mode of presentation of each of the following segments of the training program: (1) sexual attitude reassessment seminar; (2) historical and cultural factors; (3) the system's response to sexual abuse; (4) victimization of children outside the family; (5) incest--family sexual abuse; (6) treatment of perpetrators; (7) sexual assault of adults; (8) prevention; (9) networking and community organizing; (10) mini-sessions; and (11) final banquet. Resource and audiovisual materials used in the course are listed. Part 3 analyzes the impact of the training program using participants' tests and evaluations. Appendices provide the following: (1) application form; (2) syllabus; (3) monthly schedules; (4) small group activities; (5) skill development exercises; (6) press release; (7) resource bibliography of 30 pages; (8) pre/posttests and clarifications; (9) final posttest; (10) monthly evaluation form; (11) summaries of monthly evaluations; (12) final course evaluation form; (13) participant assessment by group leader form; and (14) community resource development form. (BJV)

ED 300 485 UD 026 468

Current Crisis/Recent Trends: The Black Family in New York State. Report of the Task Force on the Black Family.
New York Governor's Advisory Committee for Black Affairs, Albany.
PUB DATE- Aug 87
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Affirmative Action; *Black Family; Blacks; Community Role; Day Care; *Economically Disadvantaged; *Economic Factors; *Educationally Disadvantaged; Employment Programs; Family (Sociological Unit); Family Income; Family Size; *Government Role; Poverty; Program Development; Racial Bias; Racial Discrimination; *Social Services; State Government; Unemployment; Urban Problems; Welfare Services
IDENTIFIERS- *New York

There is a crisis in the black family; at its core is the inextricable linkage of low educational achievement, high unemployment levels, and limited opportunities for access to stable jobs at adequate wages. This report is directed at an examination of the causes and the consequences of this essentially economic crisis, providing a brief historical overview of major social and economic trends affecting black families in New York State. The following major categories define the underlying trends in New York: (1) poverty; (2) low income; (3) unemployment; (4) lack of family formation because of limited economic options; and (5) inadequate human services in areas such as education, health care, child care, foster care, and housing. Each of these is explored in detail. Data on the following are provided: (1) causes of the crisis; (2) blacks in the labor market; (3) the labor market and family heads; (4) occupations, industries, and geographic location; and (5) the labor market status of household heads. Black families face discrimination daily. General recommendations are made as are recommendations in the following areas: (1) welfare reform; (2) incentives for businesses to provide jobs; (3) public sector job incentives; (4) training and education; (5) income; (6) affirmative action; (7) human services; (8) foster care; (9) child care; (10) housing; (11) programs to address crime related behaviors; and (12) community based initiatives. Statistical data are included in an appendix. Data are presented on 20 tables. A six-page list of references is included. (BJV)

ED 300 499 UD 026 496

Newman, Sandra J.; Schnare, Ann B.
Subsidizing Shelter: The Relationship between Welfare and Housing Assistance. Urban Institute Report 1.
Urban Inst., Washington, D.C.
REPORT NO.- ISBN-0-87766-414-5
PUB DATE- May 88
NOTE- 193p.
AVAILABLE FROM- The Urban Institute, 2100 M Street, N.W., Washington, DC 20037 ($14.95 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTORS- *Agency Cooperation; Community Programs; Federal Government; *Federal Programs; Finance Reform; *Financial Support; Government Role; *Housing; Local Government; *Low Income Groups; Poverty Programs; Public Agencies; Public Housing; Public Policy; State Government; State Programs; Welfare Agencies; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; Department of Housing and Urban Development; Supplemental Security Income Program
This study examines the relationship between income and housing assistance programs. The welfare system, through the explicit and implicit shelter allowances that welfare recipients receive as part of their public assistance benefits, spends at least $10 billion a year on housing assistance. The Department of Housing and Urban Development spends a similar amount. Yet, the two streams of government financing for low income housing are uncoordinated and frequently overlapping. Part 1 presents new evidence on both the nature and the impact of this two-pronged approach to providing shelter assistance to the poor. It compares the level of benefits available to households receiving various combinations of aid, and documents the housing outcomes that are produced by the two systems of shelter support. It includes the following chapters: (1) Executive Summary; (2) Introduction; (3) Shelter Allowances Under the Welfare System; (4) The Impact of the Two-Pronged System; and (5) Directions for Future Policy. Part 2 presents detailed statistics on estimated shelter allowances for each of the 50 states and the District of Columbia under the following programs: (1) Aid to Families with Dependent Children (AFDC); (2) Supplemental Security Income (SSI); and (3) General Assistance (GA). Extensive statistical data are included on 42 tables, two graphs, and six appendices. (FMW)

ED 300 246 SE 050 082

Dwyer, Evelyn M.
Historical Analysis of "The Arithmetic Teacher."
PUB DATE- 88
NOTE- 13p.; Paper presented at the Trans College Seminar, College of Education, University of Tennessee (Knoxville, TN, September 27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Philosophy; Elementary Education; *Elementary School Mathematics; Mathematics Curriculum; *Mathematics Instruction

Articles published in the journal "The Arithmetic Teacher" in 1954-55, 1969, and 1986-88 were analyzed to assess the development of the journal. Note is made of such factors as size, cost, and appearance. Of greater concern is the focus. In the 1954-55 issues, a pragmatic philosophy of education, with emphasis on the usefulness of mathematics and on developing meaning in mathematics instruction, was apparent. In 1969, a wider range of subject matter and the addition of recurring sections was noted. It appeared to be less theoretical and of interest to a wider audience. The importance of manipulative materials, the inclusion of geometry, and the role of games were each the subject of several articles. The changes by 1987-88 included an emphasis on problem solving, calculators, and computers. It was concluded that the journal is valuable and teachers can profit from reading earlier issues. (Twenty-two references are listed.) (MNS)

ED 300 262 SE 050 107

Dodd, Jennifer; Elliott, H. G.
Elementary Teacher Attitudes toward Science and Science Teaching as They Relate to Student Test Performance in Science Content and Process Skills.
PUB DATE- 88
NOTE- 12p.; Paper presented at the Annual Meeting of the National Science Teachers Association (36th, St. Louis, MO, April 7-10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; *Elementary School Science; Grade 6 Intermediate Grades; Questionnaires; Science Education; *Science Teachers; *Science Tests; *Scientific Attitudes; *Teacher Attitudes; Teacher Background
IDENTIFIERS- *Process Skills
This paper describes the results of a student science assessment test and teacher questionnaire surveying 424 sixth grade teachers in the province of Newfoundland and Labrador. The student test measures student attitudes to science and scientists, knowledge in life, physical and earth science, and student competence on 12 science processes appropriate for sixth graders. The teacher questionnaire measures perceptions of students' interest in science, reactions to content and process items, teacher use of science programs, and teacher data. Preliminary analyses of the questionnaire indicated that most teachers had a positive attitude to science, felt adequately prepared to teach the program, and thought the test appropriate but that it did not discriminate accurately between content and process task items. Recommended actions, a frequency distribution of the test scores, and sample test items are provided. (Author/YP)

ED 300 277 SE 050 129

Film Catalog. John F. Kennedy Space Center. 1987.
National Aeronautics and Space Administration, Washington, D.C.
PUB DATE- 87
NOTE- 108p.; Photographs and some small print may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Aerospace Education; *Aerospace Technology; Astronomy; Earth Science; Elementary School Science; Elementary Secondary Education; *Film Libraries; *Films; Instructional Materials; Satellites (Aerospace); Science Education; Science History; *Secondary School Science; Space Exploration; Space Sciences; Teaching Guides; Teaching Methods
IDENTIFIERS- *National Aeronautics and Space Administration

Teachers from the United States and several other countries have access to the film library system of the National Aeronautics and Space Administration (NASA). This catalog contains the titles and abstracts for over 150 films that are available from NASA on topics regarding space flight, meteorology, astronomy, NASA programs, satellites, research, safety, technology, and earth sciences. Ordering and usage information are also included. A lesson guide is provided in the appendix to accompany 37 of these films. Each guide lists objectives, important vocabulary, preparatory activities, follow up activities, evaluation ideas, related information sources, and ideas for presenting the lesson. (CW)

ED 300 323 SO 019 478

William Blount: Soldier-Statesmen of the Constitution. A Bicentennial Series, No. 5.
Army Center of Military History, Washington, D.C.
REPORT NO.- CMH-Pub-71-5
PUB DATE- 87
NOTE- 9p.; For other documents in this series, see SO 019 474-496.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Collected Works - Serials (022)
DESCRIPTORS- Biographies; Colonial History (United States); *Military Service; *Public Service; *Revolutionary War (United States)
IDENTIFIERS- Bicentennial; *Blount (William); Military History; North Carolina; *Signers of the United States Constitution; Tennessee; United States Constitution

William Blount's journey from the drawing rooms of North Carolina where he led the fight for ratification of the U.S. Constitution to the rude frontier of Tennessee where he served as chairman for that state's constitutional convention illustrates the various political and economic promises of independence. This booklet on Blount is one in a series on Revolutionary War soldiers who later signed the U.S. Constitution. The booklet reviews his involvement with North Carolina's Whig leaders, his military service as a regimental paymaster, his public service after the War as North Carolina's representative to the Constitutional Convention, and his involvement in the politics of Tennessee. Personal data about Blount and a bibliographic essay of further readings are also included. (DJC)

ED 300 358 SP 030 672

Bibliography of Research Related to Secondary Education. Fall 1988.
National Center on Effective Secondary Schools, Madison, WI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 52p.
GRANT- G-008690007
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Ability Grouping; *Academic Achievement; *Change Strategies; Curriculum Development; *Demonstration Programs; Governance; Nontraditional Education; *Secondary Education; *Secondary Schools; Staff Development; Tax Credits; Teaching Conditions; Teaching Methods; Tuition

This bibliography provides a recommended list of research and theoretical literature in the field of secondary education. It contains approximately 350 references which are organized into three main topics: (1) references for general interest; (2) references for reform strategies designed to promote academic achievement; and (3) literature relevant to the specific research projects conducted at the National Center for Effective Secondary Schools. Each citation also includes an ERIC access number, if available, at the end. Author and title indexes are included. (Author/JD)

ED 300 416 TM 012 414

Dunn, Bruce R.; And Others
Gender Differences in EEG Patterns: Are They Indexes of Different Cognitive Styles?
PUB DATE- Apr 88
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; *College Students; *Electroencephalography; Higher Education; *Memory; Recall (Psychology); Recognition (Psychology); *Serial Learning; *Sex Differences
IDENTIFIERS- Topographic Brain Mapping

Electrical brain activity (EEG) was recorded while 13 male and 11 female college students performed a series of recognition and memory tasks. The subjects were right-handed and between 21 and 42 years old. The selected tasks varied in cognitive load from simple recognition of a word flashed on a computer screen to relatively complex serial and word-categorization learning and recall tasks.

Topographic Brain Imaging (TBI)--computer generated images of EEG activity across the cerebral cortex of the brain--coupled with discriminate analysis of EEG activity showed clear gender differences in patterns of EEG activity for each of the acquisition tasks. Gender differences were also obtained with the recall data generated from the serial learning task, which indicated that the men recalled significantly more words than did the women. The results are discussed in terms of possible differential strategy use by the sexes during the performance of the tasks. Further, the use of TBI in future cognitive and educational research is explored. Fourteen topographical maps illustrate the cerebral sites at which word detection, single category memory, and serial order memory occur for the male and female subjects. (Author/TJH)

ED 300 512 UD 026 510

Chamberlain, Ed
Home School and Adult Instruction Component, Home-School-Community Agents Project. Final Evaluation Report. 1987-88.
Columbus Public Schools, OH. Dept. of Evaluation Services.
PUB DATE- Jul 88
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adjustment (to Environment); *Attitude Change; *Behavior Problems; Dropout Prevention; Family School Relationship; High Risk Students; High Schools; Middle Schools; Potential Dropouts; Program Evaluation; School Community Relationship; Secondary Education; *Secondary School Students; Self Control; *Student Personnel Services; *Student Personnel Workers; Student Problems; Student School Relationship; Urban Schools
IDENTIFIERS- *Disruptive Behavior; Ohio (Columbus)
The 1987-88 Home-School-Community Agents (HSCA) Project of the Columbus (Ohio) Public Schools met its goal of improving the attitudes of 50 percent of the disruptive students enrolled in the project toward teachers, education, and school behavior. Nineteen HSCAs served in 8 high schools and 11 middle schools. Each HSCA worked on an in-depth basis with approximately 60 pupils who had been identified as disruptive. The HSCA also served as a home-school-community liaison to promote understanding and to assist pupils in their adjustment to the school environment. Each HSCA designated 20 pupils to participate in the evaluation. Data were collected using the following instruments: (1) the Demos D Scale, measuring pupil attitudes and the probability of dropping out; (2) the Pupil Entry Information Sheet, individual pupil data on those elements obstructing pupil achievement; (3) the Pupil Census Form, pupil information and HSCA's ratings of pupil progress; (4) the Pupil Questionnaire, pupil perceptions of HSCA activities; (5) the Professional Staff Survey, school staff perceptions of the role of the HSCA; and (6) the HSCA Log Information, documenting HSCA activities. Statistical data are included on 16 tables. The appendices include dropout probabilities by grade, and copies of instruments used in the evaluation. (FMW)

ED 300 187 RC 016 806

Phelps, Margaret S.; And Others
A University-Based Model for Literacy Enhancement through Rural Schools.
Tennessee Technological Univ., Cookeville.
PUB DATE- Oct 87
NOTE- 12p.; In: Education in Appalachia. Proceedings from the Conference; see RC 016 800.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; Adult Reading Programs; Adults; Basic Skills; *College School Cooperation; Community Resources; Community Schools; Cooperative Programs; Dropouts; Educational Cooperation; Elementary Secondary Education; Functional Literacy; Higher Education; Literacy; *Literacy Education; Networks; *Outreach Programs; Program Descriptions; *Rural Education; Rural Population; *Shared Resources and Services; Youth
IDENTIFIERS- Tennessee; *Tennessee Technological University
This paper describes a model for a literacy program proposed for the Rural Education Project at Tennessee Technological University in Cookeville. The program would target unemployed adults, at-risk youth and others in a seven-county target area whose lack of reading skills hampers their search for employment. The model calls for cooperative efforts among the university, area school systems, and other community agencies. The literacy program would link up with community education programs, including those that offer adult basic education, job related skills training and vocational education. Components would include dropout prevention, basic skills, higher-order thinking skills, telephone hot-lines for homework assistance and increased access to college for low-income rural students. The literacy program would also encourage parent involvement through the use of newsletters, school produced videotapes, and telephone hot-lines for parents. The Rural Education Project proposes to raise literacy rates by identifying other successful programs, linking college faculty with local school personnel, and tapping into other community resources. The project would provide training, some means of program assessment, and a method for disseminating information among schools. Project personnel established fund-raising goals and planned to assist local officials in application for additional funding. A successful literacy project, the paper concludes, would result in lower dropout rates, more adults completing high school equivalency tests, and more involvement in education by adults. (TES)

ED 300 214 SE 049 709

Warren, Charles R.; Rogers, Stacy J.
Evidence for the Lack of Sexism in Biology Textbooks: A Mistaken Impression.
PUB DATE- 88
NOTE- 16p.; Paper presented at the Columbus Area Convention of the National Science Teachers Association (Columbus, OH, October 20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; High Schools; Instructional Materials; Science Careers; Science Curriculum; Science Education; *Science Materials; *Secondary School Science; *Sex Bias; Sex Role; *Textbook Bias; Textbook Content; *Textbook Evaluation; Textbooks
In the past, science textbooks have been the target of criticism of science educators in studies of sex bias in the past. The purpose of this study was to examine the illustrations in the biology textbooks most commonly used in high schools in the United States. Seven textbooks were examined for their representation of women in illustrations of scientific activity. It was expected that these textbooks would have women underrepresented as active participants in science activities, as compared with men. Illustrations that were identifiable by sex were coded based on the sex and activity shown in the illustration. It was found that, for the sample as a whole, females were just as likely to be shown as active participants in science activities as males. However, these books represent a trend toward favoring male participation in science; that is, some of the effects were masked by the sample as a whole. Individual textbook differences were examined and a range of representatives was found. (Attached are a bibliography of 30 items and a list of the texts used in the study.) (Author)

ED 300 231 SE 049 746

Sanfiorenzo, Norberto R.
Investigations in Factoring.
PUB DATE- 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; College Mathematics; Equations (Mathematics); *Mathematical Concepts; Mathematical Enrichment; Mathematics Curriculum; Mathematics Instruction; *Mathematics Skills; Number Concepts; Secondary Education; *Secondary School Mathematics
IDENTIFIERS- *Factoring (Mathematics)
This paper is a discussion of algebraic factoring. It is suggested that factoring is frequently presented in textbooks and by teachers without specifying one of the great values of this technique; that is, finding some of the factors of any number that can be generated by a particular polynomial. Concrete examples can help students understand the value of these algebraic manipulations. As such an example, it is argued that polynomials are just an abstract way of representing an infinite set of numbers. Hence, the polynomial y cubed plus 1 cubed (where y is a positive integer) is a general way of representing 1, 2, 9, 28, 65, 126, 217, 344, 513, 730, 1001, etc. This paper is concerned only with positive integral numbers since only positive integral factors are being sought. (PK)

ED 300 292 SO 019 384

Patrick, John J.
Social Studies at James Madison High School: A Curriculum Review.
PUB DATE- 11 Apr 88
NOTE- 30p.; Lecture to the Faculty of Southwest Texas State University (San Marcos, TX, April 11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Core Curriculum; Curriculum Development; High Schools; *Social Studies
IDENTIFIERS- Bennett (William J); *Critical Evaluation; *James Madison High School Curriculum

In 1987 U.S. Secretary of Education, William J. Bennett, published "James Madison High School: A Curriculum for American Students" that proposed a core curriculum for high schools. In response to that publication, this paper examines the core curriculum as it affects social studies. The social studies sequence emphasized history (ninth and tenth grades), geography (ninth and tenth grades), and government/civics (eleventh grade) with elective courses in non-Western civilizations and economics (twelfth grade). This sequence was in response to the presumed problems of fragmentation and incoherence in the organization of content. The strength of this core curriculum includes the coherence and integration of its organization that contribute to comprehension and retention and its balanced approach to content and cognitive processes that should contribute substantially to cultural literacy. The obvious weaknesses involve the omissions of science and technology as social forces, economics in history and government, the studies of non-Western cultures, and the insufficient flexibility in teaching methods. Critics of Bennett's proposal claimed that it did not consider the needs of the majority of students and its standards were unattainable while other critics opposed a curriculum that maintained and strengthened the idea (which they reject) of a common national culture. The appendix contains an overview of the four-year curriculum plan and descriptions of the social studies required courses. (DJC)

ED 300 341 SP 030 403

Little, Judith Warren; And Others
Staff Development in California. Public and Personal Investments, Program Patterns, and Policy Choices. Executive Summary.
Far West Lab. for Educational Research and Development, San Francisco, Calif.; Policy Analysis for California Education, Berkeley, CA.
PUB DATE- Dec 87
NOTE- 33p.; For related document, see SP 030 404.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; *Financial Support; *Program Development; Program Effectiveness; Program Implementation; *Staff Development; *Statewide Planning; Tax Allocation; *Teachers
IDENTIFIERS- *California
Results of this study will be used to assess the possibilities and limitations of staff development as an instrument of state and local policy for improving educational quality in the public schools in California. Four basic questions were addressed: (1) What is the total California taxpayer investment in staff development and what forms do the investments take? (2) How are staff development activities administered, organized, delivered and evaluated; and by what approaches do these activities achieve their goals? (3) How do teachers and administrators judge the quality and effectiveness of the staff development activities in which they participate? and (4) What policy and program options might the state pursue in order to improve the classroom benefit associated with staff development? Four main data sources form the basis of this report: (1) descriptions of local patterns of staff development; (2) teacher and administrator surveys; (3) survey of districts and counties; and (4) state-level program descriptions and evaluations. This report provides an overview of the main conclusions and the policy issues and alternatives related to the established state obligations for continuing education for teachers. (JD)

ED 300 402 TM 012 382

Marsh, Herbert W.
The Content Specificity of Math and English Anxieties: The High School and Beyond Study.
PUB DATE- 20 Feb 87
NOTE- 21p.
AVAILABLE FROM- Herbert W. Marsh, Faculty of Education, University of Sydney, Sydney, New South Wales 2006, Australia.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; *Affective Measures; *Anxiety; *English; High Schools; *High School Students; Language Proficiency; Mathematics Achievement; *Mathematics Anxiety; Path Analysis; Self Concept; *Sex Differences; Verbal Ability
IDENTIFIERS- *Content Specificity; High School and Beyond (NCES); Internal External Frame of Reference Model; LISREL Computer Program; Structural Equation Models
The present investigation examined the content specificity of math and English anxieties, tested the generality of predictions from the internal/external (I/E) frame of reference model to anxiety responses, and studied sex differences in anxiety responses. Structural equation models, using LISREL, were fit to data from the High School and Beyond (HSB) study. Subjects were the 14,825 respondents selected for the second follow-up of the sophomore cohort of the HSB study (N=5,000 was used for purposes of statistical significance testing). The results show a remarkable content specificity of math and English anxieties; despite the substantial correlation between math and verbal test scores, math and English anxieties were nearly uncorrelated. As predicted by the I/E model, better math skills were related to substantially lower math anxiety but slightly higher English anxiety, whereas better English skills were related to substantially lower English anxiety but slightly higher math anxiety. Stereotypic sex differences were observed (women had higher math anxiety scores whereas men had higher English anxiety scores), and these differences remained after controlling for the small sex differences in the achievement tests. The results strongly support the usefulness of separating math and English anxieties, and add to a growing body of research arguing for the content specificity of many academic affects. Four tables are provided. (Author/TJH)

ED 300 444 TM 012 490

Spencer, Bruce D.; And Others
High School and Beyond Third Follow-Up (1986): Sample Design Report. Contractor Report.
National Opinion Research Center, Chicago, Ill.
SPONS. AGENCY- Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-88-402
PUB DATE- Dec 87
NOTE- 98p.; For related document, see TM 870 769.
CONTRACT- 300-84-0169
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Followup Studies; Grade 10; Grade 12; High School Graduates; *High School Seniors; High School Students; *Research Methodology; Research Reports; *Sampling; Secondary Education; Testing Problems; Weighted Scores
IDENTIFIERS- *High School and Beyond (NCES); *High School Sophomores; Nonrespondents; Student Surveys
The third follow-up survey associated with the High School and Beyond (HSB) Study was conducted during the spring of 1986. This report provides information that fully documents major technical aspects of the third follow-up sample selection and implementation, describes the weighting procedures, examines the possible impact of non-response on sample estimates, and evaluates the precision of estimates derived from the sample. The base year design is briefly reviewed. The possible impact of survey non-response is examined as a potential source of bias, and procedures for computing sampling errors and design effects are discussed. The 14,825 high school sophomores in 1980 and the 11,995 high school seniors in 1980 who were used in the second HSB follow-up survey were used in this study. The calculation of sample case weights that adjust for differential probabilities of selection and for non-response within weighting cells is addressed. Appendices include extensive tabulated data on sophomore weights and non-response adjustments, senior weights and non-response adjustments, and design effects and sampling errors. (TJH)

ED 300 278 SE 050 136

Romberg, Thomas A.
Changes in School Mathematics. Curricular Changes, Instructional Changes, and Indicators of Changes.
Center for Policy Research in Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- CPRE-RR-007
PUB DATE- Sep 88
NOTE- 46p.
GRANT- OERI-G008690011
AVAILABLE FROM- Publications Center for Policy Research in Education, Eagleton Institute of Politics, Rutgers, The State University of New Jersey, New Brunswick, NJ 08901.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Calculators; Concept Formation; *Educational Change; *Educational Planning; Elementary Secondary Education; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Microcomputers; Research Utilization; Teaching Methods; *Technological Advancement

This paper addresses the demands for change in the teaching and learning of mathematics in the schools of America. Many of the demands stem from the way rapid changes in information technology have altered our economic and social culture. In particular, these technological changes have changed both mathematics and its applications. Given these circumstances, this report outlines the National Council of Teachers of Mathematics proposal, "Curriculum and Evaluation Standards" (1987). Also discussed are the implications for instruction of the adoption of a curriculum based on these Standards. Next, the problem of developing appropriate indicators to determine the effectiveness of a school mathematics program based on these curricular and instructional changes is presented, and a domain knowledge strategy proposed. Finally, the problems of implementing these changes in the schools are identified. While not easy to accomplish, a professional development strategy is described which, if followed, has promise in bringing about the reforms in the teaching and learning of mathematics which are being proposed. (Author)

ED 300 307 SO 019 408

Martin, Philip L.
Illegal Immigration and the Colonization of the American Labor Market. Center for Immigration Studies Paper 1.
Center for Immigration Studies, Washington, DC.
PUB DATE- Jan 86
NOTE- 55p.
AVAILABLE FROM- Center for Immigration Studies, 1424 16th Street, NW, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Employment Patterns; *Labor Economics; Labor Supply; *Undocumented Immigrants; *Unskilled Workers
IDENTIFIERS- *Labor Studies; Mexico; *United States (Southwest)
This paper finds that the ready availability of illegal-immigrant workers from Mexico in major industries in the Southwest region of the United States is having far-reaching and often unanticipated consequences for patterns of investment, employment, and business competition. It reviews the displacement of U.S. workers by illegal immigrants in agriculture, food processing, services, and construction, and analyzes the processes of ethnic recruitment networks and subcontracting that lead ultimately to the exclusion of U.S. English-speaking citizens and legal residents from many work places. The conclusion is that U.S. business acquiscence in illegal immigration has become a selective labor subsidy that has contributed in the last two decades to distorted investment decisions, slower growth, and the proliferation of low-skill, low-productivity jobs in the U.S. labor market. (DJC)

ED 300 324 SO 019 479

Richard Dobbs Spaight: Soldier-Statesmen of the Constitution. A Bicentennial Series, No. 6.
Army Center of Military History, Washington, D.C.
REPORT NO.- CMH-Pub-71-6
PUB DATE- 87
NOTE- 9p.; For other documents in this series, see SO 019 474-496.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Collected Works - Serials (022)
DESCRIPTORS- Biographies; Colonial History (United States); Legislators; *Military Service; *Public Service; *Revolutionary War (United States)
IDENTIFIERS- Bicentennial; Bill of Rights; North Carolina; *Signers of the United States Constitution; *Spaight (Richard Dobbs); State Governors; United States Constitution

The preservation of liberty was Richard Dobbs Spaight's political lodestar while he firmly supported an effective central government and fought for the Bill of Rights. This booklet on Spaight is one in a series on Revolutionary War soldiers who later signed the U.S. Constitution. The booklet reviews covers his youth in Ireland, his military service, and his public service to North Carolina as a Constitutional Convention delegate, governor, and legislator. Personal data about Spaight and a bibliographic essay of further readings are also included. (DJC)

ED 300 359 SP 030 674

Nelson, David
Assessment of Undergraduate Teacher Education Saginaw Valley State University.
PUB DATE- 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Competency Based Teacher Education; Equal Opportunities (Jobs); Higher Education; *Mastery Learning; Minority Groups; *Preservice Teacher Education; *Selective Admission; *Student Evaluation; Teacher Certification; *Teacher Education Programs
IDENTIFIERS- *Saginaw Valley State University MI
A description is given of an assessment model for undergraduate preservice teacher education students. Sequentially, it begins at the point of the student's entry into the teacher education program and continues through the student's entry into the profession. The model is constructed for the four-year baccalaureate teacher preparation program which culminates in a recommendation for state certification. The model is developmental in that progressions to each successive level signifies mastery of previous requirements. The strengths and weaknesses of the teacher education candidates are evaluated and alternatives for basic skill enhancement are made where necessary. The model provides corrective feedback and counseling both toward and away from a teaching career. It also facilitates the preparation of students from underrepresented teacher education candidates by monitoring their progress in basic skills and supporting their admission to teacher education through the process of alternative admission. Based on mastery of specific knowledge and skills that are teachable, the model precludes the screening out of students based on cultural, ethnic, racial, socioeconomic biases and/or handicapping conditions. (JD)

ED 300 374 TM 012 076

Johns, Jennifer S.; Howden, Hilde
The APS Mathematics Program Curriculum Evaluation, 1985-86.
Albuquerque Public Schools, NM. Planning, Research and Accountability.
PUB DATE- Mar 87
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Content Analysis; Counselor Attitudes; *Curriculum Evaluation; Educational Objectives; Elementary Secondary Education; Mathematics Achievement; *Mathematics Curriculum; Parent Attitudes; Principals; *Program Effectiveness; *School Districts; School Surveys; Student Attitudes; Teacher Response; Teaching Methods
IDENTIFIERS- *Albuquerque Public Schools NM

The mathematics program of the Albuquerque (New Mexico) Public Schools (APS) was evaluated during the 1985-86 school year. Data were collected via surveys, interviews, analyses of student achievement data, and reviews of publications. The subjects were 506 teachers, 90 counselors, 1,502 students, 100 principals, and 965 parents. Evaluation questions focused on goals, content, teaching strategies/materials, and effectiveness. Teaching basic math knowledge, thinking, and problem solving; preparing students for further education and jobs; and enabling students to use math in daily life were all considered to be very important by the subjects. Also important was encouraging students to enjoy math for its own sake or in their leisure time. Specific concerns were: (1) curriculum modification; (2) needs of special groups of students; (3) more mathematics for those not bound for college; (4) incorporation of consumer mathematics into preparation of college-bound students; (5) excellence of textbooks; and (6) time spent in instruction at the elementary level. School personnel and parents rated the program as somewhat effective in all of its goals. Student achievement results showed above average performance with steady growth, although some algebra scores were below the national average. Students were fairly positive and confident about their abilities, with elementary students the most and high school students the least positive. Nine data tables and six graphs are provided. (SLD)

ED 300 430 TM 012 457

Goldsby, Constance
Norm Referenced Test Customization: Curricular Considerations.
PUB DATE- 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Curriculum Problems; Elementary Secondary Education; *Mathematics Curriculum; Mathematics Tests; *Norm Referenced Tests; School Districts; Standardized Tests; *Test Construction; Testing Programs; Test Reliability; Urban Schools
IDENTIFIERS- *Curriculum Based Assessment; Metropolitan Achievement Tests; New York City Board of Education; *Test Customization
Development of a standardized curriculum and customized test for mathematics is described. Because of the diversity of the New York City school system, a centrally-planned curriculum became a necessity for continuity and quality. The present mathematics curriculum has been in existence since 1982, and is both comprehensive and cyclical. Five strands in mathematics are mandated statewide: (1) numbers and numeration; (2) operations with whole numbers; (3) operations with fractions; (4) probability and statistics; and (5) geometry and measurement. Performance-based objectives are stated in behavioral terms for students at each grade level. A standardized test customized to the curriculum was developed from the shelf form of the Metropolitan Achievement Test, and was first given in 1986. A revised version was developed in 1987. Staff development programs familiarized teachers with the test and its implications for classroom instruction. These workshops, in 1987 and 1988, reminded teachers that they must follow the New York City curriculum for their students to do well. (SLD)

ED 300 459 TM 012 512

Sawyer, Richard
Using Demographic Information in Predicting College Freshman Grades. Research Report No. 87.
American Coll. Testing Program, Iowa City, IA. Research Div.
PUB DATE- Feb 85

NOTE- 28p.; Graphs contain multicolored shading.
AVAILABLE FROM- American College Testing (ACT) Publications, P.O. Box 168, Iowa City, IA 52243.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Groups; College Entrance Examinations; *College Freshmen; Ethnic Groups; *Grade Prediction; Higher Education; Predictive Validity; *Predictor Variables; Racial Differences; *School Demography; Sex Differences; Statistical Bias; Test Validity
IDENTIFIERS- *ACT Assessment; Cross Validation; Dummy Variables; *Prediction Equation

Whether adjustments to differential prediction observed among sex, racial/ethnic, or age subgroups in a college-level freshman class could be used to improve grade prediction accuracy for these subgroups in future freshman classes was studied. This study is based on the American College Testing program test scores, high school grades, and college freshman grade averages of students from national samples of colleges. The sex data set included 105,502 students from 200 colleges; the race data set included 134,601 students from 256 colleges; and the age data set included 96,522 students from 216 colleges. For older students, dummy variable and separate subgroup prediction equations were found, on cross-validation, to be more accurate than the total group equations. For sex subgroups, dummy variable and separate subgroup equations were only moderately effective in improving prediction accuracy. For racial/ethnic subgroups, dummy variable and separate subgroup equations were more often than not less accurate, on cross-validation, than total group equations. Among all three kinds of demographic subgroupings, shifts over time in colleges' mean grades were found to be a much more important source of prediction bias than differential prediction. Moreover, prediction bias itself, from whatever source, was typically much smaller than error variance. Eighteen data tables and two graphs are provided. (Author/TJH)

ED 300 201 SE 049 683

Anand, V. V.; And Others
Science and Technology of Food Storage and Preservation. Teaching of Science and Technology in Rural Areas.
National Council of Educational Research and Training, New Delhi (India).; Regional Coll. of Education, Mysore (India).
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 88
NOTE- 44p.; For other reports under this project, see SE 049 681-684
AVAILABLE FROM- ERIC/SMEAC, 1200 Chambers Road, Columbus, OH 43212 (on loan for 2 weeks, $5.00 prepaid).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Food Handling Facilities; *Foods Instruction; Foreign Countries; Rural Education; *Rural Extension; Rural Schools; *Science Activities; Science and Society; Science Curriculum; Science Education; *Science Materials; Science Programs; Scientific Concepts; Secondary Education; *Secondary School Science
IDENTIFIERS- *India (Mysore State)
Most science curriculum innovations seem to have their origins and emphases in urban intellectual concerns and their content generally caters to university bound students. The reason for the failure of rural students in science subjects may be the lack of relevancy of the program to the needs of individuals living in rural areas. This module deals with various aspects of food storage and preservation practiced in rural areas. Chapter 1 describes the definition, history, and factors of storage and preservation, with two activities. Chapter 2 analyzes the existing storage and preservation practices and the basic scientific principles operating in the storage structures, with evaluation items and one activity. Chapter 3 suggests some improvements in existing practices, with four activities for checking the effects of these improvements, and describes modern methods of storage and preservation. The last chapter summarizes the main points of this study. (YP)

ED 300 215 SE 049 710

Proposal Review at NSF: Perceptions of Principal Investigators. Report of a Survey by NSF's Program Evaluation Staff.
National Science Foundation, Washington, D.C.
REPORT NO.- NSF-88-4
PUB DATE- Feb 88
NOTE- 59p.; Some pages in the appendices may not reproduce well.
AVAILABLE FROM- Forms and Publications Unit, National Science Foundation, 1800 G Street, NW, Room 232, Washington, DC 20550.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Biology; Chemistry; *College Science; *Grants; *Grantsmanship; Higher Education; Peer Evaluation; Physics; *Program Proposals; *Proposal Writing; Research Directors; *Research Proposals; Specifications
IDENTIFIERS- *National Science Foundation; Research Summaries

This report presents the results of a survey conducted by the National Science Foundation (NSF) in late 1986 of more than 14,000 applicants whose proposals for research support had been awarded or declined during fiscal year 1985. The principal purpose was to seek the views of individual investigators at academic institutions about NSF's competitive proposal review and decision making process. Two-thirds (more than 9,500) responded. The reasons most often volunteered by dissatisified applicants about the review process were that the reviewers selected by NSF were not sufficiently expert in the subject matter of the proposal, or that the reviews were cursory, conflicting, or did not seem to support NSF's decision. Applicants' views varied according to their experience, i.e., depending roughly on the proportion of awards they received to proposals submitted. Applicants' experiences, actions and views also differed according to which NSF research support division handled their proposal(s). The report also contains the first cross-tabulation of applicants' fields of research to the NSF research support divisions, and the initial chart of award rates by division for first proposals and resubmittals. (The survey form is included.) (ML)

ED 300 247 SE 050 083

Kenyon, Russel W.
Writing IS Problem Solving.
PUB DATE- Oct 88
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; Elementary Secondary Education; Learning Activities; *Mathematics Instruction; *Problem Solving; *Secondary School Mathematics; *Teaching Methods; *Writing Skills
The role of writing in the mathematics classroom is considered. Writing as a cognitive process and its relationship to problem solving is first examined. Then several long- and short-term techniques for promoting cognitive learning using writing in the mathematics classroom are considered. The Writing Across the Curriculum (WAC) program is discussed; some of its techniques can be adapted to encourage problem solving and cognitive learning. Suggested for the long term are: (1) a list of writing projects requiring several days or weeks to complete; and (2) a review method involving whole-class, individual, and group work. Short-term techniques usually require only a few minutes each day, but may take a whole class period. Discussed are explaining how, comparing two concepts, explaining why, doing word problems, outlining the chapter, developing test questions, doing proofs with prose, and keeping a notebook. Finally, how to get started is discussed, with note of the need for persistence. (MNS)

ED 300 263 SE 050 108

Balfanz, Robert
Elementary School Quality: The Mathematics Curriculum and the Role of Local Knowledge.
PUB DATE- Mar 88
NOTE- 25p.; Paper presented at the Annual Meeting of the Comparative and International Education Societies (Atlanta, GA, March 19, 1988). Partial funding for this paper was received from the University of Chicago Mathematics Project-Elementary Component.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Curriculum Development; Educational Research; Elementary Education; *Elementary School Mathematics; Learning; Learning Activities; *Mathematics Curriculum; *Mathematics Instruction; *Number Concepts; Primary Education; Research Utilization; *Social Influences
IDENTIFIERS- Mathematics Education Research
This report considers how the mathematical knowledge children develop on their own outside of formal school instruction can be used to increase the distribution and level of mathematical knowledge attained by students in grades K-3. Included are preliminary results of an investigation of the counting and calculating abilities brought to instruction by students in grades K-3 in Chicago (Illinois) and similar research from a number of developing countries. This demonstrates the dangers both of ignoring the knowledge children develop outside of formal school instruction and of becoming too dependent upon it. It is argued that a key means by which elementary school quality can be improved is to begin with the knowledge students develop on their own and transform it though pedagogic and curricular intervention into a set of portable intellectual skills. The point is also made that children around the world bring more knowledge to school with them today than students 50 years ago did, yet curricular materials fail to account for this. This knowledge depends not so much on where they live, what their sex is, or who their parents are, but on the level and complexity of mathematical experience their out-of-school activities provide. (MNS)

ED 300 342 SP 030 404

Little, Judith Warren; And Others
Staff Development in California. Public and Personal Investments, Program Patterns, and Policy Choices. California Postsecondary Education Commission Report.
Far West Lab. for Educational Research and Development, San Francisco, Calif.; Policy Analysis for California Education, Berkeley, CA.
REPORT NO.- 88-23
PUB DATE- Dec 87
NOTE- 140p.; For related document, see SP 030 403.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Education; *Delivery Systems; *Educational Policy; *Program Costs; Program Development; Program Effectiveness; *Staff Development; Statewide Planning; *Tax Allocation; Teacher Attitudes; *Teachers
*IDENTIFIERS- *California*
This staff delivery policy study was initiated by the legislature and governor in response to a steady escalation in the number and costs of staff development programs in the California public schools. The report is based on four main data sources: (1) descriptions of local patterns of staff development; (2) teacher and administrator surveys; (3) survey of districts and counties; and (4) state-level program descriptions and evaluations. Detailed information on the year-long study is contained in six chapters: (1) summary of findings and overview of the study; (2) summary of staff development investment by taxpayers; (3) the organization and delivery of staff development; (4) teachers participation in and appraisal of staff development; (5) staff development for administrators; and (6) policy issues and alternatives. More specific data are presented on appended tables, and references are included. (JD)

ED 300 388 TM 012 205

Elliot, Emerson J.
New Directions and Initiatives at CES: Implications for Educational Research, Policy and Practice.
Center for Education Statistics (OERI/ED), Washington, DC.
PUB DATE- Apr 88
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Policy; *Educational Research; Educational Trends; Financial Support; *Information Centers; Information Dissemination; *Statistical Data
IDENTIFIERS- *Department of Education; *National Center for Education Statistics
Recent and future activities of the Center for Education Statistics (CES) of the Department of Education are discussed. The purpose of the CES is to provide information about the status and progress of education to the American public. Center activities and features discussed include specific data-gathering efforts, growth in technical capabilities, dramatic changes in funding, responsibilities and authority, and outside sources of advisement, and information dissemination. The merger of the National Assessment for Educational Progress and the Schools Staffing Survey is discussed, and problems are identified in the context of a broader discussion of the link between statistics and research. (TJH)

ED 300 417 TM 012 415

Wilson, Leslie R.; And Others
Determining Validity and Reliability of Locally Developed Assessments--1988.
Homewood-Flossmoor Community High School District 233, Flossmoor, IL.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of School Improvement Services.
PUB DATE- Apr 88
NOTE- 129p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; *Achievement Tests; *Criterion Referenced Tests; Educational Assessment; Educational Change; Educational Improvement; Elementary Secondary Education; Learning Processes; Teacher Developed Materials; *Teacher Made Tests; Test Construction; Test Reliability; *Test Validity
IDENTIFIERS- *Illinois; Paper and Pencil Tests
The three chapters of this handbook are designed to insure that any school can use teacher-made tests and performance assessments as components of a learning assessment plan. Focus is on criterion-referenced achievement tests developed in Illinois for assessing the cognitive and psychomotor domains of learning. The initial chapter is designed for classroom teachers and administrators in Illinois to translate the Illinois reform legislation on learning objectives and local systems into local practice. Good practices for paper-and-pencil testing are reviewed.

The second chapter describes various methods of checking reliability and gives examples of each. The final chapter, on performance assessment, describes sample assignments and evaluative criteria for some performance areas, with considerations for scoring and a set of sample rating scales. These performance instruments are illustrative only. A locally made companion videotape was produced for use in local rater-training workshops. (SLD)

ED 300 473 UD 026 442

Miller, S. M.; And Others
Too Late to Patch: Reconsidering Second-Chance Opportunities for Hispanic and Other Dropouts.
Academy for Educational Development, Inc., New York, N.Y.; Hispanic Policy Development Project, Inc., New York, NY.
SPONS. AGENCY- Aetna Life and Casualty Foundation, Inc., Hartford, CT.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 88
NOTE- 127p.; Additional support was provided by AT&T Foundation, the Equitable Life Assurance Society and NYNEX Foundation.
AVAILABLE FROM- The Hispanic Policy Development Project, Suite 310, 1001 Connecticut Avenue, N.W., Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Development; Dropout Prevention; Dropout Programs; *Educational Needs; *Employment Programs; Federal Programs; Government Role; *High Risk Students; *Hispanic Americans; *Job Training; Program Development; Program Evaluation; Unemployment; *Youth Problems
IDENTIFIERS- *Job Training Partnership Act 1982
This report examines the following three aspects of Hispanic employment: (1) the consequences of leaving school without skills; (2) at-risk Hispanic youth as workers; and (3) the challenge of providing practical, rewarding jobs. Among the conclusions are the following: (1) several categories of at-risk Hispanic youth can receive long-range benefits from programs tailored to their realities; (2) serving these youth is both manageable and affordable, while failing to serve them is costly in both human and economic terms; and (3) the existing programs, such as the Job Training Partnership Act (JTPA), do not meet the needs of significant numbers of young Americans. Strategies are proposed for improving Hispanic education and employment. Fundamentally new systems that emphasize accountability must be designed to accommodate the employment and career needs of tomorrow's youth, and the labor needs of tomorrow's employers. An appendix presents the results of a study of the scope and limitations of public employment and training services for Hispanic youth dropouts. The following supplements to the appendix are included: (1) reasons reported by Hispanic youth from leaving high school, by sex; (2) the JTPA eligible and served population, and percentage that are Hispanic in selected service delivery areas, both by service delivery area and by state; and (3) the survey instrument. References are included. (BJV)

ED 300 486 UD 026 469

Higgins, Catherine
Youth Motivation: At-Risk Youth Talk to Program Planners.
Public/Private Ventures, Philadelphia, PA.
PUB DATE- 88
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Disadvantaged Youth; Discussion Groups; *Dropout Characteristics; *Dropout Programs; Dropouts; *Enrollment Influences; *High Risk Persons; High Risk Students; Out of School Youth; Parent Influence; Peer Influence; *Persistence; Remedial Programs; Secondary Education; Secondary School Students; Socioeconomic Influences; Teacher Influence; Urban Youth; *Youth Programs
IDENTIFIERS- Focus Groups Approach; Youth Conservation Corps
High attrition from programs for at-risk youth suggest that planners are not assessing interventions from the consumers' perspective. Some disadvantaged youth join and complete programs (persisters), while others from the same communities either fail to join or drop out (leavers). Participants in two in-school remedial programs and two out-of-school youth service corps programs were encouraged to talk about their experiences in 16 focus group sessions. Groups included both persisters and leavers. The report discusses difficulties in assessing focus group data. The major finding that cuts across all groups and programs is that leavers and persisters express similar reactions to all phases of program participation. Findings concerning the in-school participants in remedial programs include the following: (1) participants are motivated to enroll and persist by parental encouragement, and by positive relationships with staff and peers; (2) participants are most vulnerable to dropping out early in the program; (3) leavers drop out after a series of frustrations and failures; (4) many leavers drop out because of factors extrinsic to the program; and (5) individuals differ in their ability to tolerate program stress. Findings concerning the out-of-school participants in youth corps programs include the following: (1) participants are motivated to enroll independently of peer or adult influence, and to persist by the nonmonetary incentives of promotions and awards within the organization; and (2) relationships with staff are related to the decision to persist or drop out. (FMW)

ED 300 500 UD 026 497

Palmer, John L.
Income Security in America: The Record and the Prospects. Urban Institute Report 88-3.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
REPORT NO.- ISBN-0-87766-418-8
PUB DATE- Jul 88
NOTE- 50p.
AVAILABLE FROM- The Urban Institute, 2100 M Street, NW, Washington, DC 20037.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Economically Disadvantaged; *Economic Factors; *Federal Government; Government Role; *Guaranteed Income; Health Insurance; Health Needs; Housing Deficiencies; Housing Needs; *Income; Low Income; Older Adults; Policy Formation; Poverty; Public Opinion; Public Policy; Social Services; Welfare Services
IDENTIFIERS- Access to Health Care; Income Level; *Income Security
After progress towards achieving major income security goals during the 1960s and 1970s, economic slowdown and public reaction against "the welfare state" have curtailed direct intervention by the federal government for these purposes. Absolute poverty and welfare dependency have increased in the 1980s, especially among the young. Major gaps also remain in affordable housing and health insurance coverage among the lower middle class, and there is a growing need for long-term care among the aged. A resurgence of economic growth is needed to facilitate political consensus for income security policies to improve these conditions. Data are presented on nine tables and figures. Footnotes are included. (Author/BJV)

ED 300 232 SE 049 747

Lipsett, Teresa; And Others
The Effects of Two Instructional Interventions in Mathematics Anxiety on Achievement of Remedial College Students.
PUB DATE- 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Mathematics; College Students; Higher Education; Instructional Innovation; Lecture Method; Manipulative Materials; *Mathematics Achievement; *Mathematics Anxiety; Mathematics Curriculum; *Mathematics Instruction; *Remedial Mathematics; Student Attitudes
This study investigated the effects of two modes of instruction; the experiencing mathematics instructional method, and the direct instruction expository method, and two levels of mathematics anxiety, high and low, on mathematics achievement. The final sample consisted of 160 students enrolled in a remedial arithmetic course in a four-year college in Puerto Rico. A two-way analysis of covariance with pretest in basic skills in mathematics as covariate was used to test the hypothesis that different instructional interventions reduce mathematics anxiety and increase mathematics achievement. It was concluded that: (1) either of the two instructional interventions can be successfully employed to improve mathematics achievement of remedial college students; and (2) although the difference in adjusted posttest means was not statistically significant, the gains in mathematics achievement of both groups on posttest scores were considerable. (Author)

ED 300 293 SO 019 386

Hilenski, Ferdinand Alexi
Contesting the Constitution: The Constitutional Dialogues.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.; Wyoming Council for the Humanities, Cheyenne.
PUB DATE- 85
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030) Historical Materials (060)
DESCRIPTORS- *Constitutional History; *Dialogs (Literary); Drama; Government (Administrative Body); Scripts; Secondary Education; United States History
IDENTIFIERS- *Federalists; Jefferson (Thomas); *United States Constitution
This historical dramatization, prepared for presentation at the 1985 Wyoming Chatauqua, contains three dialogues, set during the administration of President Thomas Jefferson and presenting the issues surrounding the drafting and ratification of the U.S. Constitution. The dialogues are designed to be presented in three segments to permit discussion after each presentation between the audience and the characters. Dialogue 1 introduces Patrick Henry, Luther Martin, and Mercy Otis Warren as the antifederalists, and they discuss their concerns about the Constitution while Alexander Hamilton, a federalist, talks in his sleep about his private fears and motives. In Dialogue 2 James Madison recalls the eve of the Constitutional Convention and his discussion with Anne Bingham about his reservations concerning the Confereration government, and he reveals his Virginia Plan to her. The final sequence, Dialogue 3, brings all the characters together, and the discussion includes the antifederalists' suggested improvements of the Constitution, the federalists praise for its flexibility, the upcoming battles for states' ratification, and the addition of the Bill of Rights. Dialogue 3 concludes with an exchange between Mrs. Warren and Mrs. Bingham about giving women and others who were left out a voice in the new republic, and with a final speech by Daniel Shays who summarizes what the Revolutionary War meant to the common man and what the constitutional government has achieved. (DJC)

ED 300 403 TM 012 383

Marsh, Herbert W.
The Failure of Academically Selective High Schools To Deliver Academic Benefits: The Importance of Academic Self-Concept and Educational Aspirations.
PUB DATE- 28 Jul 88
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; High School Graduates; High Schools; *High School Students; Longitudinal Studies; *Occupational Aspiration; *Outcomes of Education; *School Effectiveness; *Self Concept
IDENTIFIERS- *High School and Beyond (NCES)
Research emphasizing a psychological perspective of social comparison processes shows that school-average ability (SAA) is negatively associated with academic self-concepts (ASC). Sociological research indicates that SAA is negatively related to educational and occupational aspirations. The present study unites these two related research areas, and extends the diversity of outcomes and the theoretical frameworks considered. In a longitudinal analysis of High School and Beyond (HSB) data, the effect of SAA on a comprehensive set of academic outcomes (e.g., standardized test scores, ASC, course-work selection, academic effort, school grades, educational and occupational aspirations, and college attendance) was measured in the sophomore and senior years of high school and 2 years after high school graduation. The subjects included 10,613 respondents selected for the second follow-up of the sophomore cohort of the HSB study; all attended the same high school as sophomores and seniors. For the purposes of statistical testing, a sample size of 4,000 was used. The influence of SAA was not positive for any of the outcomes at any time and was moderately negative for some. The academic outcomes related to higher-ability schools were not commensurate with the ability levels of students attending these schools, and no academic advantages of such schools were observed for any outcomes. The negative effects of SAA were primarily mediated by ASC and educational aspirations. A list of 59 references, two tables, a description of the 23 constructs and variables from the HSB study, and two figures conclude the document. (Author/TJH)

ED 300 445 TM 012 491

Robinson, Ann
Challenging Talented Youth: The Impact of the Arkansas Governor's School on Selected Student Outcomes.
PUB DATE- Jan 88
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academically Gifted; Cognitive Development; *Critical Thinking; High Schools; *High School Students; Moral Development; *Outcomes of Education; *Peer Relationship; *Program Effectiveness; Program Evaluation; Residential Programs; Social Adjustment; Student Adjustment; Student Attitudes; Student Evaluation; *Talent; Youth
IDENTIFIERS- *Arkansas Governors School

This study investigated 394 participants in the 1987 Arkansas Governor's School (AGS) and a comparison group of 60 AGS alternates on selected measures of cognitive development and personal/social acceptance. The AGS is a 6-week intensive residential program for talented high school students who had finished their junior year. Information was obtained on students' understanding of the nature of knowledge and their ability to construct a consistent view of the world through critical evaluation of different viewpoints. AGS attendee data were collected during the final week of the program, and comparison group data were collected via a mailed survey. Students' perceptions of being recognized as talented and the impact of such recognition on social relationships with family and peers were also examined. The W. G. Perry scheme of epistemological thinking was the primary measure of cognitive outcomes, while students' cognitive and ethical growth was determined from an adaptation of the method developed by J. Kurfiss. Personal and social adjustment was determined by an instrument based on program goals and a review of the literature. Results indicate that, when compared to non-participants, AGS attendees demonstrated more sophisticated views of the nature of knowledge and felt only slightly less social acceptance by other high school students. The program effectively developed the students' thinking and, generally, did not increase the participants' alienation from their families and friends. Continued investigations, including a longitudinal follow-up of AGS students, are planned. (TJH)

ED 300 513 UD 026 511

Jackson, Shelley
Materials on the Education of Homeless Children. Updated.
Harvard Univ., Cambridge, Mass. Center for Law and Education.
PUB DATE- Oct 88
NOTE- 402p.; Materials compiled in December 1987 and updated for the Annual Conference of the National Legal Aid and Defenders Association (October 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - General (140)
DESCRIPTORS- *Access to Education; *Children; Court Litigation; *Educational Legislation; Elementary Secondary Education; *Equal Education; Federal Legislation; *Homeless People; Residence Requirements; State Programs
IDENTIFIERS- New York; Stewart B McKinney Homeless Assistance Act
This document comprises resource materials on the education of homeless children. It is divided into three parts. Part 1, "Overview," collects publications of the Center for Law and Education, and articles and editorials from "Education Week" and "The New York Times." Part 2, "Relevant Statutes and Regulations," provides materials pertaining to the education provisions of the Stewart B. McKinney Homeless Assistance Act, compiles state school residency laws, and lists the regulations and guidelines for the education of homeless children mandated by the State and City of New York. Part 3, "Cases and Pleadings," provides materials on the following cases: (1) Richards v. Board of Education of Union Free School District No. 4; (2) Delgado v. Freeport Public School District; (3) Mason v. Board of Education, Freeport Union School District; (4) Vingara v. Borough of Wrightstown; (5) Tynan v. Wooley; and (6) Orozco v. Sobol. (BJV)

ED 300 188 RC 016 807

Smith, Eldon D.; Anschel, Kurt R.
Education in the Strategy of Economic Development: A Retrospective View and an Alternative Perspective. Staff Paper #235.
Kentucky Univ., Lexington. Agricultural Experiment Station.; Kentucky Univ., Lexington. Dept. of Agricultural Economics.
PUB DATE- Nov 87
NOTE- 22p.; In: Education in Appalachia. Proceedings from the Conference; see RC 016 800.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Community Change; Community Development; *Economic Development; Educational Development; *Educational Quality; Human Capital; Industrialization; Labor Economics; *Labor Force Development; *Labor Needs; Modernization; Rural Development; Socioeconomic Influences; Unskilled Workers
IDENTIFIERS- Administrator Behavior; *Appalachia; *Education Economy Relationship; Kentucky
This paper questions whether public concerns about educational quality and slow economic development in Appalachia are being addressed adequately and suggests that the problem of lagging educational performance is rooted in the social and economic environment within which schools operate. Recent high unemployment in south central Kentucky and its relationship to low educational attainment in the region is examined and research is cited which suggests that opinion-shaping leaders and power brokers who enter the region as a socioeconomic elite are very important to progressive, modernizing educational change. Thus, the significance of change to the community, such as a new industrial plant, is linked to whether it brings a significant component of educated, administrative personnel with aspirations congruent with the requirements of a modernized society. These people exert influence by way of example (before parents and children), and through participation in school-support activities, educational administration, and political action. The paper recommends reconsideration of development policies that welcome labor-intensive businesses with large numbers of unskilled jobs. Instead, it is suggested that a new emphasis on education--not on working to establish seniority in low-skill jobs--should be seen as the way out of poverty, and that policies should welcome industries that employ more educated people. It is concluded that there is a need "progressive" firms to the community. Five references, three tables, and one map are included. (TES)

ED 300 248 SE 050 084

Seager, Marcia L.; And Others
Supplemental Curriculum Activities for use with Holling Clancy Holling's "Paddle-to-the-Sea."
Ohio State Univ., Columbus. Ohio Sea Grant Program.
PUB DATE- 88
NOTE- 178p.; Drawinsgs may not reproduce well; wall map referred to on page 1 not included here.
AVAILABLE FROM- Ohio Sea Grant, 1314 Kinnear Road, Columbus, OH 43210 ($10.00, including shipping).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biological Sciences; Ecology; *Elementary School Science; Elementary Secondary Education; Intermediate Grades; Junior High Schools; Middle Schools; *Science Activities; *Science and Society; Science Education; *Secondary School Science; Water
IDENTIFIERS- *Great Lakes; *Paddle to the Sea
Research has shown that middle school students in the Great Lakes region do not have a great deal of knowledge about the lakes. This has important implications when it comes to resources such as the Great Lakes. The story of "Paddle-to-the-Sea" offers an opportunity to learn about the Great Lakes Basin ecosystem in a meaningful and memorable way. These curriculum activities were developed on the "Paddle-to-the-Sea" theme, for use in grades three through six. They have been tested on children in those grades and have been found to be an interesting supplement to existing curriclum topics. The 42 activities in this guide represent an ecological approach to education about the Great Lakes. Each activity summary contains objectives, materials, procedures, and discussion questions. Many diagrams, drawings and maps are included. A list of additional resources can be found in the back of this supplement. (CW)

ED 300 279 SE 050 138

Wynn, Denise E.; Fletcher, Richard K., Jr.
A Comparison of the Performance of RDS and Non-RDS Students in College Mathematics.
PUB DATE- 87
NOTE- 21p.; Paper presented at the Annual Meeting of the Tennessee Academy of Science (Jackson, TN, November 20, 1987). Based on Master's Thesis completed at Tennessee Technological University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Mathematics; College Students; Higher Education; *Mathematics Instruction; *Prediction; *Remedial Instruction; Remedial Mathematics
This study compared former remedial students with non-remedial students in regular college mathematics courses. The two groups were compared on regular college mathematics grades, ACT composite scores, ACT mathematics scores, and high school grade point average. Results from the analysis of variance indicated no statistically significant difference on regular college mathematics grades but highly significant differences on the other three predictor variables. Results from stepwise linear regression indicated that performance on RDS courses and tests were better predictors for RDS students while the ACT mathematics scores and high school grades were better for regular college students. (Author)

ED 300 431 TM 012 458

Keene, John M.
Norm-Referenced Test Customization: A Publishers Viewpoint.
PUB DATE- 8 Apr 88
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 6-8, 1988).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Criterion Referenced Tests; Elementary Secondary Education; Equated Scores; Item Banks; Mastery Learning; Minimum Competency Testing; *Norm Referenced Tests; Publishing Industry; Scores; *State Programs; *Test Construction; Testing Programs; Test Interpretation; Test Theory
IDENTIFIERS- *Test Customization

Increasing numbers of state-mandated testing programs have resulted in the selection of norm-referenced tests (NRTs) for statewide assessment. Adaptation or customization of existing tests has become a viable solution for individual programs. Changes in test instruments have arisen from the behaviorist approach and mastery learning, minimum competency testing, and a cognitive approach. Specific test types arising from each of these concepts are discussed. The national trend has been toward increased involvement of curriculum and instructional personnel in testing. Achievement tests may take varying forms depending on what is to be assessed and the designated outcome. Types of tests available are: (1) shelf NRTs; (2) shelf criterion-referenced tests (CRTs); and (3) customized NRTs or CRTs. Interpretation of test results must always consider that: (1) test equating methods do not mean that interpretation of scores can be the same between a NRT and its customized derivative; (2) content differences occur; (3) individual versus group interpretation varies; and (4) differential instructional effects occur over time. Customized tests provide many benefits but problems of score interpretation must be recognized, as illustrated in a graph. (SLD)

ED 300 460 TM 012 513

Sawyer, Richard
Determining Minimum Sample Sizes for Estimating Prediction Equations for College Freshman Grade Average. ACT Research Report Series 87-4.

American Coll. Testing Program, Iowa City, IA. Research Div.
PUB DATE- Mar 87
NOTE- 14p.
AVAILABLE FROM- American College Testing (ACT) Research Report Series, P.O. Box 168, Iowa City, IA 52243.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Entrance Examinations; *College Freshmen; Grade Point Average; *Grade Prediction; Higher Education; *Least Squares Statistics; *Predictive Validity; Predictor Variables; *Sample Size; Sex Differences; Weighted Scores
IDENTIFIERS- *ACT Assessment; *Prediction Equation

This report addresses the problem of sample size in developing prediction equations for college freshman grade averages under the American College Testing (ACT) Assessment Program. For the ACT Assessment, the prediction weights are estimated by standard least squares procedures. Because prediction weights are estimated regression coefficients whose accuracy depends on the size of the base sample used to estimate them and because error in estimating the weights propagates error in prediction, sample size affects prediction accuracy. This issue is examined from both theoretical and empirical viewpoints. The expectation that total group predictions based on 50 or more cases and eight or fewer predictor variables have nearly the same accuracy as predictions based on larger samples is supported. Moreover, two-variable prediction equations based on as few as 20-29 cases would have essentially the same accuracy as prediction equations based on larger samples. On the other hand, the results from separate-sex prediction equations strongly suggest that eight-variable prediction equations based on much fewer than 50 cases would be noticeably less accurate. Four data tables are provided. (TJH)

ED 300 308 SO 019 409

Bouvier, Leon; Simcox, David
Many Hands, Few Jobs: Population, Unemployment and Emigration in Mexico and the Caribbean. Center for Immigration Studies Paper 2.
Center for Immigration Studies, Washington, DC.
PUB DATE- Nov 86
NOTE- 59p.
AVAILABLE FROM- Center for Immigration Studies; 1424 16th Street, N.W., Suite 701, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economics; Employment Problems; Foreign Countries; *Immigrants; *Population Growth; Population Trends; Trend Analysis; *Unemployment
IDENTIFIERS- Caribbean Islands; *Emigrants; Latin America; Mexico
Between 1940 and 1980, Mexico and other Caribbean nations grew by an annual average of three percent, doubling in population every 21 years. Mexico's population will reach 109 million and the Caribbean nations will top 250 million by 2000. The projected U.S. population in 2000 is 266 million. This dynamic growth has serious implications for Mexico and the Caribbean states' stability, economic health, employment, urban quality of life, emigration, and for increased U.S. immigration, which since the 1960s has grown to 160,000 annually. For the next three decades, job seekers in Mexico and other Caribbean countries will crowd into the labor market faster than the region's developing economics can absorb them. There is a need for these countries to create together over two million new jobs each year, if they are to reduce unemployment and underemployment to the levels of most Western countries by 2000. Tables and figures are included. (JHP)

ED 300 325 SO 019 480

Hugh Williamson: Soldier-Statesmen of the Constitution. A Bicentennial Series, No. 7.
Army Center of Military History, Washington, D.C.
REPORT NO.- CMH-Pub-71-7
PUB DATE- 87
NOTE- 9p.; For other documents in this series, see SO 019 474-496.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Collected Works - Serials (022)
DESCRIPTORS- Biographies; *Colonial History (United States); Legislators; *Military Service; *Political Influences; *Public Service; *Revolutionary War (United States)
IDENTIFIERS- Bicentennial; Continental Congress; North Carolina; *Signers of the United States Constitution; United States Constitution; *Williamson (Hugh)

As a scholar of international renown, Hugh Williamson came into contact with some of the leading intellectuals of the patriot cause and their political ideas transformed him into an adroit politician and leader. This booklet on Williamson is one in a series on Revolutionary War soldiers who later signed the U.S. Constitution. The booklet reviews his education, his involvement with the patriot cause, his military service as North Carolina's Physician and Surgeon General, and his public service to North Carolina as a representative to the Constitutional Convention, the Continental Congress, and the state legislature. Personal data about Williamson and a bibliographic essay of further readings are also included. (DJC)

ED 300 360 SP 030 675

Fitness in the Workplace: A Corporate Challenge. A Handbook on Employee Programs.
President's Council on Physical Fitness and Sports, Washington, D.C.

PUB DATE- 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Employer Attitudes; *Employer Employee Relationship; *Job Satisfaction; *Personnel Policy; *Physical Recreation Programs; *Program Effectiveness; Quality of Working Life; Work Environment
IDENTIFIERS- *Employee Health

This handbook on employee fitness program describes the benefits of developing physical recreation programs in the workplace. Descriptions are offered of various successful programs and their impact on employee health and job performance. (JD)

ED 300 202 SE 049 684

Rao, P. Ramachandra; Rao, N. R. Nagaraja
Science and Technology of Water Lifting Devices. Teaching of Science and Technology in Rural Areas.
National Council of Educational Research and Training, New Delhi (India).; Regional Coll. of Education, Mysore (India).
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 88
NOTE- 65p.; For other reports under this project, see SE 049 681-683.
AVAILABLE FROM- ERIC/SMEAC, 1200 Chambers Road, Columbus, OH 43212 (on loan for 2 weeks, $5.00 prepaid).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; Physics; Rural Education; *Rural Extension; Rural Schools; *Science Activities; Science and Society; *Science Curriculum; Science Education; *Science Materials; Science Programs; Scientific Concepts; Secondary Education; *Secondary School Science; Water; *Water Resources
IDENTIFIERS- *India (Mysore State)
Most science curriculum innovations seem to have their origins and emphases in urban intellectual concerns and their content generally caters to university bound students. The reason for the failure of rural students in science subjects may be the lack of relevancy of the program to the needs of individuals living in rural areas. Chapter 1 of this module describes the importance of, and sources of, water lifting and transportation. Chapter 2 discusses physical work including measurement of work and power, mechanical energy including potential energy, kinetic energy, energy transformation, moment of force, centrifugal reaction, pressure, and hydrostatics, with 14 activities. Chapter 3 describes the features of devices that use muscular energy and mechanical energy, with six activities, and provides scopes for improvement of the devices.

Test questions and assignments are provided at the end of each chapter. (YP)

ED 300 216 SE 049 711

Botha, P. M. C., Ed.
Programmes & Projects of the Shell Science & Mathematics Resource Centre Educational Trust. 1987 Evaluation Reports.
Shell Science and Mathematics Resource Centre Educational Trust, Durban (South Africa).
REPORT NO.- ISBN-0-86980-578-9
PUB DATE- 87
NOTE- 103p.; Contains small print which may not reproduce well.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Education Service Centers; Evaluation; *Foreign Countries; *Management Development; Mathematics Education; Program Evaluation; Resource Centers; Science Curriculum; Science Education; *Science Programs; *Science Teaching Centers; *Teacher Educators
IDENTIFIERS- *South Africa
This report, containing seven articles, summarizes a series of evaluation studies. The first article, "The Shell Science and Mathematics Resource Centre in 1987," provides an overview of the Centre's mode and reflections about the achievements of the Centre during the three years of its operation. The second article, "The Curriculum Extension Programme (CEP): Past and Present," describes the historical background and scope of the program. The next three articles deal with the evaluation of other projects operated by the Centre: "The Management Programme: Identifying Training Needs," describes the rationale and an instrument used in the program; "The Educators of Science Teachers: A Forum for Lifelong Education," deals with an endeavor to create a forum for discussing problems; "Winter School Revisited: An Evaluation Report of the 1987 Winter School," provides evaluative data about the school for grade 10 pupils. The sixth article, "Formative Evaluation of Assignments in Mathematics," describes an evaluation exercise on the mathematics component of CEP. The last article, "Early Knowledge in Communication Skills of Participants of CEP," describes the results of an entry test in English communication. (Appended is a proposed vocabulary and concept exercise for standard 8 CEP pupils.) (YP)

ED 300 233 SE 049 748

Carey, Neil B.; And Others
Recruiting Mathematics and Science Teachers through Nontraditional Programs: A Survey. A RAND Note.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
REPORT NO.- N-2736-FF/CSTP
PUB DATE- May 88
NOTE- 86p.; Tables with small print may not reproduce well.
AVAILABLE FROM- The RAND Corporation, Publications Department, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 ($7.50; 25% discount for 25 or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Demand Occupations; *Educational Demand; Elementary School Science; Elementary Secondary Education; Employment Patterns; *Incentives; Science Education; Secondary School Science; Teacher Employment; *Teacher Recruitment; *Teacher Shortage; *Teacher Supply and Demand
As the supply of mathematics and science teachers in the United States falls short of demand, there is a search for ways to increase the supply. The policy responses being tried include making all teaching positions more attractive through improved salaries and professionalization, offering general and targeted college scholarships and loans to ease entry into teaching, and reducing or restructuring teacher preparation programs and certificate requirements. This document discusses nontraditional recruitment policies that restructure teacher preparation programs to make them accessible to recent college graduates who have majored in science or mathematics, to persons changing careers, and to retired persons and homemakers. Some reduce preparation requirements, others maintain current standards but reduce the financial costs of preparation. Discussed are the dimensions of teacher shortages in science and mathematics, policy responses to the problem, issues for research, types of nontraditional programs, and options for alleviating shortages. Forty-four references are cited. (CW)

ED 300 264 SE 050 109

Chee, Chia Teck
The Effects of Incorporating Mathematics to Physics Instruction on Physics Learning.
PUB DATE- 12 Oct 88
NOTE- 26p.; Some figures may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Science; Higher Education; *Mathematical Concepts; *Mathematics Skills; *Physics; Science Education; *Science Instruction; *Science Tests; Scientific Concepts; Vectors (Mathematics)
IDENTIFIERS- *Science Education Research
This study aimed to identify the main difficulties faced by physics students and then devise teaching units to overcome the difficulties, and to investigate whether there was any improvement in achievement in physics if mathematical skills were being stressed explicitly in physics lessons. The topics chosen for this study were graphs, errors, and vectors. Three different sets of pre- and post-tests were designed to accomplish the purposes of study. The aim of the pre-tests was to determine the weaknesses of the students in mathematical skills and transfer skills, from which three teaching units were especially designed for the experimental group. The fused curriculum was adopted to integrate the two subject areas and the combination of interrogatory, demonstration and prototype development instructional methods was implemented with emphasis on immediate feedback and corrective teaching. Student achievement from both control and experimental groups were measured by the post-tests. Analysis of treatment effects supported the notion that with adequate emphasis on mathematical skills and fostering transfer skills in the physics tutorial lessons, students' performance in solving physics problems could be significantly improved. Pre- and post-test items are listed in the appendices. (Author/YP)

ED 300 375 TM 012 084

Larson, John C.; Kirshstein, Rita J.
A Microscope on Magnet Schools, 1983 to 1985. Implementation and Racial Balance.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
PUB DATE- Jul 86
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academically Gifted; Computer Literacy; Elementary Education; *Elementary Schools; Enrollment Trends; *Magnet Schools; *Minority Groups; Program Effectiveness; *Program Implementation; *Racial Balance; Racially Balanced Schools; *School Demography; Second Language Programs; Talent; Trend Analysis
IDENTIFIERS- *Montgomery County Public Schools MD
The implementation of the elementary magnet school program in Montgomery County (Maryland) from 1983 through 1985 and the racial balance changes experienced in these schools are discussed. Ten elementary schools in Area 1 and four of seven elementary schools in Area 2 operate magnet programs; these 14 schools comprise the study sample. The objectives of the study were to determine: (1) the extent to which magnet programs have been implemented in the schools as planned; (2) whether these programs stimulated increased participation in the programs through voluntary pupil transfers; (3) whether the resulting pupil transfers improved the racial balance of the schools in the magnet school cluster. School visits were conducted to examine program implementation in 1985. Montgomery County Public School's "Statistical Abstracts" provided data on racial balance in the schools. A distinction is made between school minority composition and racial balance--the difference between the school's and the county's overall minority composition. Magnet programs included gifted and talented programs, and areas of concentration in the arts, mathematics and science, computer literacy, and foreign languages. Magnet programs were generally implemented as planned and did generate transfer requests. The racial balance of Area 2 schools improved to within Board of Education guidelines, although the magnet schools cannot be said to be the sole reason. In Area 1, the racial balance stabilized, but remained above the overall minority composition. The current program does have an impact on the racial balance of magnet clusters. Strategies are discussed for increasing the pace of improvement. Overall demographic trends in the county are described. Findings on racial balance and magnet programs are tabulated and analyzed for each area, and the various alternatives are described. (SLD)

ED 300 389 TM 012 206

Stiggins, Richard J.; And Others
Measuring Thinking Skills in the Classroom. Revised Edition.
National Education Association, Washington, D.C.; Northwest Regional Educational Lab., Portland, OR. Center for Performance Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-8106-0211-3
PUB DATE- Feb 88
NOTE- 32p.
CONTRACT- 400-83-0005
AVAILABLE FROM- National Education Association Professional Library, P. O. Box 509, West Haven, CT 06516 (Stock No. 0211-3-00, $8.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; *Cognitive Measurement; Cognitive Processes; Cognitive Tests; Educational Assessment; Elementary Secondary Education; Evaluation Methods; Measurement Techniques; Measures (Individuals); Performance Tests; Teacher Effectiveness; *Teacher Made Tests; Teacher Role; Teaching Skills; *Test Construction; Test Items
IDENTIFIERS- *Reasoning Tests; *Thinking Skills

Educators are now focusing on the improvement of reasoning skills. A key to success in improving such skills will be the ability of the individual teacher to measure skills in a valid and reliable manner. This guide will help teachers acquire the needed assessment skills. Major topics include measuring thinking skills, learning to plan an assessment, and making assessment work in the classroom. Five workable categories of thinking skills are defined: (1) recall; (2) analysis; (3) comparison; (4) inferences; and (5) evaluation. The ways in which these are related to three common forms of assessment--oral questions, paper-and-pencil tests, and performance tests--are discussed. A basic assessment planning chart is suggested. Examples of completed and partially-completed assessment charts are given for all five skill categories and three forms of assessment in the areas of elementary English, junior high school science and social studies, and high school social studies. Guidelines are then provided for daily use in the classroom. Practice and knowledge of the basic skills of sound test item writing and performance assessment are essential to assessing reasoning skills. Resources for classroom assessment, answers to a sample progress checklist, and cognitive domain levels according to B. S. Bloom et al (1956) are appended. (SLD)

ED 300 418 TM 012 416

Arkley, Harriet; And Others
Assessing Student Performance for School Improvement.
Springfield School District 186, Ill.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- Jan 88
NOTE- 108p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Criterion Referenced Tests; Educational Assessment; *Educational Improvement; Elementary Secondary Education; *Evaluation Utilization; Item Analysis; Norm Referenced Tests; *School Districts; Scoring; Test Construction; *Testing Programs
This handbook exists to assist the staff of a Springfield, Illinois school district in implementing the district assessment program and to assist other local school units in developing and assessing an implementation program. Chapter 1 presents information on the philosophical and pragmatic background of comprehensive assessment programs, with suggestions regarding the planning of such systems and specific details relating to the use of norm-referenced achievement tests. The second chapter presents information on three basic types of locally designed assessment instruments: criterion-referenced tests, performance scales and check lists, and standardized direct writing samples, with a sample of each provided in the appendices to this chapter. In addition, the chapter describes and recommends a particular test development process. A third chapter discusses the development of item analysis and scoring assessment instruments, with suggestions for hardware and software. The final chapter discusses the use of assessment information obtained for school improvement. It is concluded that the assessment of student learning is most effective when it is integrated with curriculum and instruction, and its greatest impact on school improvement occurs when the assessment is managed by building-level staff. (SLD)

ED 300 474 UD 026 443

Banks, James A.
Multiethnic Education: Theory and Practice. Second Edition.
REPORT NO.- ISBN-0-205-11169-6
PUB DATE- 88
NOTE- 312p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Background; Cultural Differences; Cultural Pluralism; *Curriculum Development; Definitions; Educational Improvement; Educational Research; Elementary Secondary Education; *Ethnicity; *Ethnic Studies; Models; *Multicultural Education
IDENTIFIERS- *Cultural Sensitivity

This book is designed to help preservice and inservice educators clarify the philosophical and definitional issues related to pluralistic education, and design and implement effective teaching strategies that reflect ethnic diversity, and prepare sound guidelines for multiethnic programs and practices. It describes actions that educators can take to institutionalize educational programs and practices related to ethnic and cultural diversity. The book is divided into five parts. Part I discusses the history, goals, and practices in multiethnic education. Conceptual issues and problems related to education, ethnicity, and cultural diversity are the focus of Part II. The major research and programmatic paradigms related to ethnicity and education are described. The philosophical and ideological issues related to ethnicity, education, and citizenship are discussed in Part III. Part IV focuses on the curriculum, including efforts made in the last two decades to reform it, the nature and goals of a multiethnic curriculum, and how this curriculum can be reformed to reflect the ethnic characteristics of students. Planning units that focus on social issues, reducing prejudice in students, language diversity, and curriculum guidelines are discussed in Part V. The appendix consists of an inventory that will help educators to determine the extent to which their institutions reflect the ethnic diversity within their society. Figures and graphs illustrate the data. An index and numerous references are included. (BJV)

ED 300 487 UD 026 472

Casserly, Michael; Kober, Nancy
Teaching and Leading in the Great City Schools. A Report of the Council of the Great City Schools.
Council of the Great City Schools, Washington, D.C.
PUB DATE- 88
NOTE- 110p.
AVAILABLE FROM- The Council of Great City Schools, 1413 K Street, N.W., 4th Floor, Washington, DC 20005.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrators; Elementary School Teachers; Elementary Secondary Education; Program Development; *Program Effectiveness; Program Evaluation; School Districts; Secondary School Teachers; Teacher Administrator Relationship; Teacher Education; Teacher Improvement; *Teacher Recruitment; *Urban Education; Urban Schools; *Urban Teaching

This report presents the results of a survey of the 45 member districts of the Council of the Great City Schools on the following: (1) data, studies, or projections on teacher and administrator needs; and (2) descriptions of successful programs, projects, and activities aimed at attracting, keeping, and training teachers and administrators. A brief overview of special educational programs and activities in the Great City Schools is provided. Exemplary programs aimed at the following are discussed: (1) attracting teachers; (2) retaining teachers; (3) enhancing teachers' skills; (4) preparing and retaining leaders; and (5) helping teachers and leaders work together. Educational programs in each of the 45 districts are discussed. Color and black and white photographs illustrate the text. Footnotes are included. (BJV)

ED 300 501 UD 026 498

Ruggles, Patricia
Short Term Fluctuations in Income and Their Relationship to the Characteristics of the Low Income Population: New Data from the SIPP. Project Report 3751-02.
Urban Inst., Washington, D.C.
SPONS. AGENCY- American Association of Retired Persons, Washington, D.C.; National Science Foundation, Washington, D.C.
PUB DATE- Mar 88
NOTE- 44p.; Also supported by the Bureau of the Census.
GRANT- NSF-SES-87-13643
AVAILABLE FROM- The Urban Institute, 2100 M Street, N.W., Washington, DC 20037 ($6.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Business Cycles; Economic Factors; Employment Experience; *Employment Patterns; *Family Income; Fatherless Family; One Parent Family; *Poverty; Racial Differences; Unemployment; Welfare Services
IDENTIFIERS- Feminization of Poverty
This paper compares the characteristics of those experiencing short spells of low income with those having longer spells. Data from the 1984 panel of the Survey of Income and Program Participation (SIPP) was examined. It was found that short spells--less than six months--are quite common, and make up a substantial proportion of all poverty spells. About 30 percent of the population as a whole has at least one month with an income of less than the poverty level (adjusted to a monthly basis) over an observable period of 16 months. About half of those entering poverty leave within the first three months, and about 80 percent leave within six months. The probability of leaving poverty was highly related to the probability that someone in the family would begin earning again in the near future. Specifically, families with a member who had recently become unemployed were particularly likely to leave poverty quickly, since most unemployed persons with previous earnings find re-employment fairly rapidly. Conversely, those who were less likely to have earnings in the recent past--female-headed families (especially with children) and the elderly--were more likely to have longer spells of poverty. Those seen to be poor on a cross-sectional basis contained a larger proportion of longer-spell cases than did the cohort of poverty entrants, although even those poor on a cross-sectional basis were in the midst of a spell that lasted less than six months. Age and racial differences in poverty duration are discussed. Data are presented on nine tables. A list of references is included. (BJV)

ED 300 514 UD 026 512

Eligibility Guidance/Free and Reduced Price Policy Handbook.
New York State Education Dept., Albany. Bureau of School Food Management and Nutrition.
PUB DATE- 88
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; Ancillary School Services; *Breakfast Programs; *Data Collection; Elementary Schools; Elementary Secondary Education; *Eligibility; *Information Needs; Low Income; *Lunch Programs; Poverty Programs; Records (Forms); Secondary Schools; State Programs; Welfare Services
IDENTIFIERS- *New York; *Special Milk Program

This handbook is designed to serve as a resource guide to New York school district officials who are involved in the application approval, hearing, and verification processes for the National School Lunch and School Breakfast Programs, and for those exercising the free milk option of the Special Milk Program. Detailed information and clarification are provided about eligibility requirements for free and reduced price meals and/or free milk. Issues include the following: (1) free and reduced price policy; (2) public notification of the availability of benefits; (3) application process; (4) determining household size; (5) determining income; (6) verification process for school meals; (7) verification methods; (8) confirmation of eligibility based on income information; (9) confirmation of categorical eligibility; (10) completion of verification; (11) special milk program; (12) program operations; and (13) collection methods. The appendices include a chart illustrating sources of acceptable income documentation, and sample forms and form letters which schools can use during the verification process, when contacting households, or making collateral contacts. (FMW)

ED 300 343 SP 030 480

Brucker, Benjamin W.; And Others
AIDS in the Classroom: A Survey of Teacher Attitudes.
PUB DATE- 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Admission (School); Elementary Secondary Education; Health Education; *Special Health Problems; *Teacher Attitudes; *Teacher Dismissal; Teacher Response

A survey of 500 teachers attending graduate classes sought their opinions on the problem of Acquired Immune Deficiency Syndrome (AIDS) in the schools. The questions dealt with the admission of children with AIDS to the school and the employment of teachers with AIDS. Results indicated that many of the teachers had reservations about having either children or fellow teachers with AIDS continue to be participants in the day-by-day school activities. There was wide general support for appropriate education about AIDS for students, teachers, and parents. A copy of the questionnaire is attached. (JD)

ED 300 361 SP 030 678

Denton, Jon J.; Peters, William H.
Program Assessment Report Curriculum Evaluation of a Non-traditional Program for Certifying Teachers.
Texas A and M Univ., College Station. Instructional Research Lab.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 27 Sep 88
NOTE- 156p.
CONTRACT- 400-85-1067
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Curriculum Development; *Curriculum Evaluation; Earth Science; Educational Theories; Higher Education; *Mathematics Teachers; *Nontraditional Education; Program Effectiveness; *Program Evaluation; *Science Teachers; Secondary Education; Secondary School Teachers; Teacher Certification
IDENTIFIERS- *Alternative Teacher Certification
An evaluation is reported of an intensive 15 month non-traditional certification program for secondary teachers in the fields of mathematics, physics, chemistry and earth sciences. The program integrated pedagogical content from empirical, experiential and theoretical perspectives. The rational for developing the progam was that in order to be considered as viable content for a teacher preparation program, the concept, principle or process must be: (1) related to student growth as revealed by empirical evidence; (2) identified as a necessary curricular component by expert opinion based on experience; or (3) logically explained by theory from social science and/or philosophy. Content maps and instructional models are presented along with course offerings. The results of the observations completed for the evaluation are discussed in the areas of: (1) student achievement; (2) teaching practices; (3) reflective thinking about teaching; (4) collaboration between schools and university; and (5) recruitment and selection of interns. Data analyses and subsequent interpretation of the analyses suggested that the efforts to integrate different epistemologies or extant content of pedagogy into an effective teacher preparation program were successful. Included in the appendices is a sample observation form and a copy of the high school biology examination used in the earth science course. (JD)

ED 300 280 SO 018 176

O'Brien, J. Stephen
Mixed Messages: What Bishops & Priests Say about Catholic Schools.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 87
NOTE- 154p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Books (010) Reports - Research/Technical (143) Historical Materials (060)
DESCRIPTORS- Catholic Educators; *Catholic Schools; *Clergy; History; Religious Education
IDENTIFIERS- *Roman Catholic Church
The history of the Catholic Church and its schools in the United States is primarily a history of bishops' and priests' actions. Chapter 1 describes this history in terms of Catholic schools: (1) prior to the Constitutional convention; (2) during controversial periods from 1885-1917; (3) in U.S. society from 1918-1964; and (4) relationships to U.S. Supreme Court decisions. Chapter 2 discusses this Church's authority structure. Chapters 3 through 9 contain the results of a research study designed to investigate the perceptions of Roman Catholic bishops and priests in terms of how they: (1) valued Catholic schools as part of the Church's work; (2) viewed the schools' effectiveness; (3) evaluated parish catechetical programs; (4) viewed current Catholic school financing methods; (5) perceived the concepts of regionalism and/or consolidation and centralization of Catholic schools; and (6) viewed a potential increase in parental decision-making roles in these schools. Appendices provide: (1) the research methodology; (2) questionnaires and letters; and (3) 43 tables. Fifty references and a list of 22 cases are also included. (JHP)

ED 300 294 SO 019 390

Thomas, Paul F., Ed.
The Pacific Rim.
British Columbia Teacher's Federation, Vancouver. British Columbia Social Studies Teachers' Association.
REPORT NO.- Y88-0049
PUB DATE- May 88
NOTE- 93p.; Maps and photographs may not reproduce clearly. Color insert is not included in this copy.
AVAILABLE FROM- British Columbia Social Studies Teachers' Association, British Columbia Teachers' Federation, 2235 Burrard St., Vancouver, BC V6J 3H9 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Asian Studies; Case Studies; Communication (Thought Transfer); *Cross Cultural Studies; *Culture; Distance Education; *Educational Trends; Environment; Foreign Countries; *Futures (of Society); Geography; *Social Studies; Social Values; *Teacher Exchange Programs
IDENTIFIERS- Asia Pacific Region; Australia; Canada; China; *Pacific Rim; Thailand

The articles in this special edition were compiled to provide information to Canadian social studies teachers about Pacific Rim countries. Section 1, entitled "The Big Picture and Future Interests," contains: (1) "Social Studies for the 21st Century" (J. Tucker); (2) "Culture and Communication: A Perspective on Asian Studies for Tomorrow's Students" (J. Walls); (3) "Canada's Interests in the Asia-Pacific Region"; and (4) "The Pacific Rim: Gateway to the Future" (G. Jones). Section 2 contains case studies on: (1) "Teaching about Thailand" (G. Potter); (2) "The Societal Values of British Columbia and China: A Comparison" (G. Dickson); (3) "China's Decade of Economic Reforms" (G. Boreham); (4) "Taming the Yangtze" (C. Williams); and (5) "Environment and Culture at the Crossroads: Distance Education in Australia's Rural Queensland" (W. Cross). Section 3, "Teaching in the Pacific Rim," includes: (1) "Teaching Geography/Social Studies in China" (A. Marton); (2) "Teaching in Western Australia" (J. Fitzgibbon); (3) "Teaching in Canberra" (J. Wright); (4) "Teacher Exchange in the Pacific Rim" (J. Wright); and (5) "Social Studies Education in Victoria, Australia" (R. Goddard). (JHP)

ED 300 309 SO 019 410

Scott, Robert A.
Positioning Global Education for the 1990s: Strategies for Higher Education.
PUB DATE- 14 May 88
NOTE- 7p.; Paper presented at the American Forum on Education and International Competence (St. Louis, MO, May 14, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; Curriculum Development; *Curriculum Enrichment; *Faculty Development; Higher Education; *Multicultural Education; Program Evaluation
IDENTIFIERS- *Global Studies; *Ramapo College of New Jersey
All colleges and universities should be considering how they will incorporate global aspects of education and society into their curricula. The degree of program development will depend upon the goals and missions of each campus, but the programs should build from each campus' strength. The purpose of this paper is to discuss: (1) the principles for program development for global education at the Ramapo College of New Jersey (Mahwah); (2) the strategies that may be used for attracting the professional interests of its faculty; (3) the criteria for assessing the impact of such programs; and (4) how individual states can influence the program. At Ramapo College international and multicultural themes are to be included throughout the curriculum, and extracurricular activities such as internships and field studies are to reflect these themes while faculty participation is encouraged through research programs. Assessment of the program's impact can be seen through the Board of Trustees' commitment and the participation of faculty and students. Several states have issued recommendations for global education to schools and colleges, and these recommendations may be included when developing the program. (DJC)

ED 300 326 SO 019 481

Charles Cotesworth Pinckney: Soldier-Statesmen of the Constitution. A Bicentennial Series, No. 8.
Army Center of Military History, Washington, D.C.
REPORT NO.- CMH-Pub-71-8
PUB DATE- 87
NOTE- 9p.; For other documents in this series, see SO 019 474-496.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Collected Works - Serials (022)
DESCRIPTORS- Biographies; Colonial History (United States); *Military Service; *Public Service; *Revolutionary War (United States)
IDENTIFIERS- Bicentennial; *Pinckney (Charles Cotesworth); *Signers of the United States Constitution; South Carolina; United States Constitution

Charles Cotesworth Pinckney was a wealthy South Carolinian whose profound sense of public duty obliged him to risk everything to assume a mantle of political and military leadership during the period of rebellion. This booklet on Pinckney is one in a series on Revolutionary War soldiers who later signed the U.S. Constitution.

The booklet reviews covers his education and early political career, his military service as a company commander, and his political activities after the War. Personal data about Pinckney and a bibliographic essay of further readings are also included. (DJC)

ED 300 404 TM 012 385

Finn, Chester E., Jr.
Lessons Learned: Federal Policy Making and the Education Research Community.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Policy; *Educational Research; *Federal Aid; Federal Programs; Financial Policy; *Policy Formation; Research and Development; *Research Projects
IDENTIFIERS- *Mission Orientation; *Office of Educational Research and Improvement
The relationship between federal policy and educational research is discussed by the Assistant Secretary for Research and Improvement and Counselor to the Secretary of the Department of Education. Issues covered include federal funding, with particular attention to the department's recent fiscal year budget submissions for the Office of Educational Research and Improvement (OERI), OERI structural changes resulting in the creation of the National Center for Education Statistics, the National Assessment of Educational Progress, OERI research centers, research grants competition, fellowships, information dissemination, and the Educational Resources information Center (ERIC). The separation of research from statistics and assessment within the federal structure, and the thriving nature of mission-related research are discussed. The general perception of educational research as lacking real value is discussed, and education is compared to law and contrasted to medicine. Finally, a paradigmatic shift in educational research is advocated that is based on the successful and widely-accepted model of mission-related research. (TJH)

ED 300 432 TM 012 466

Reed, Donald B.; And Others
Leadership Profiles: An Instrument to Assess Leadership Styles of School Principals.
PUB DATE- Apr 88
NOTE- 57p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Evaluation; Administrators; Construct Validity; Educational Assessment; Elementary Secondary Education; Evaluation Methods; *Instructional Leadership; Interrater Reliability; *Leadership; Leadership Qualities; *Principals; Profiles; Test Construction; Test Reliability; *Test Validity
IDENTIFIERS- Authority; Power; *Principal Leadership Profile
An instrument was developed to assess principal leadership. Two studies were then conducted to assess the reliability, validity, and utility of the instrument. Leadership style is the relative intensity of the presence of four modes of authority (traditional, charismatic, legal, and expert authority) and four modes of power (moral, psychological, contractual, and technical power) in leader action. The developed instrument--the "Principal Leadership Profile" (PLP)--contains 34 assessment items and 14 demographic questions. In the initial study--a test of assessor reliability and construct validity--experienced and novice principals (from elementary, middle/junior high, and high schools) were assessed by six teams, each with a teacher, a principal, and a central office administrator. In all, 12 elementary, 9 middle, and 12 high school principals participated; and 6 teachers, 7 principals, and 5 central office administrators evaluated them. A second study, of interrater reliability, used 4 videotaped candidates and 28 volunteer assessors, all educators. Assessor reliability was relatively high, as was construct validity. A moderate level of interrater reliability was found. With further development, the instrument holds promise for assessing the leadership of school principals. Fifteen figures and five data tables conclude the document. The PLP and the questionnaire for assessors are appended. (SLD)

ED 300 446 TM 012 495

Miller, Sherri K.; And Others
Differential Item Performance for Mexican-American ESL Students and White Non-ESL Students on Mathematics and English Achievement Tests.
PUB DATE- Apr 88
NOTE- 22p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 6-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; College Entrance Examinations; English; *English (Second Language); High Schools; High School Students; Item Analysis; Language Proficiency; Language Tests; Mathematics Achievement; *Mathematics Tests; *Mexican Americans; Test Bias; *White Students
IDENTIFIERS- *ACT Assessment; *Differential Item Performance
In the fall of 1986, a pilot study was conducted to investigate the differential performance at the item level of Mexican-American students who spoke English as a second language (ESL) versus White native English speakers. This study was designed to replicate the pilot study and test the hypotheses based on that study. The test materials used were the English Usage and Mathematics Usage tests of the American College Testing Program Assessment. It was hypothesized that: (1) items that emphasize mechanics in the English Usage Test, such as grammar and punctuation, tend to favor ESL examinees; (2) items that focus upon style and structure in the English Usage Test tend to favor non-ESL students; and (3) mathematical items with the greatest verbal load tend to favor non-ESL examinees. Subjects included 471 Mexican-American ESL students and 1,000 White native speakers (non-ESL). Results indicate that none of the three hypotheses was supported. Although the mean score for the ESL students was almost a full standard deviation below that of the native speakers for both tests, it appears that the group difference in performance was reflected throughout most of the test items. Specific categories of items that were disproportionately easy or hard for either of the groups could not be found. Six graphs and four tables conclude the document. (TJH)

ED 300 461 TM 012 514

Sawyer, Richard; Brounstein, Paul
The Relationship between ACT and SAT Scores among Academically Talented Seventh Grade Students.
PUB DATE- Apr 88
NOTE- 25p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 6-8, 1988).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; College Bound Students; *College Entrance Examinations; Comparative Analysis; English; *Grade 7; Junior High Schools; *Junior High School Students; Language Tests; Mathematics Tests; *Scores; Talent; Verbal Tests
IDENTIFIERS- *ACT Assessment; Concordance (Data); *Scholastic Aptitude Test; Talent Identification Program NC
This paper describes the efforts of the Talent Identification Program (TIP) of North Carolina to relate American College Testing (ACT) Assessment and Scholastic Aptitude Test (SAT) scores of academically talented seventh graders. The study was also designed to interpret the results in the context of "concordance" studies that have been done with other groups of students. The target population for the central study consisted of students who applied to the TIP during the 1986-87 talent search by taking the SAT in December 1986 or January 1987. A stratified random sample of 2,042 applicants was invited to take the ACT Assessment on the April 1987 test date. Results from the 611 students who responded to the invitation indicate that the ACT Composite and SAT Total scores are nearly as strongly related among academically talented seventh graders as they are among college-bound high school students. However, the English Usage/Verbal and Mathematics Usage/Mathematics components of the two test batteries measure different characteristics of academically talented young students, and these characteristics are developed to relatively different extents than they are among high school students. The results illustrate the tendency of conversion tables for non-parallel tests to differ among various subgroups. (TJH)

ED 300 189 RC 016 808

Townley, Kim F.; And Others
Parent and Child Education Program.
PUB DATE- Oct 87

NOTE- 6p.; In: Education in Appalachia. Proceedings from the Conference; see RC 016 800.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Early Childhood Education; High School Equivalency Programs; *Parent Education; Parenting Skills; Parent Participation; Parent School Relationship; School Readiness
IDENTIFIERS- Parent and Child Education Program

The Parent and Child Education Program (PACE) is a pilot program, developed in Kentucky, to provide adult, early childhood and parent education. PACE targets families that have one or both parents without a high school diploma or equivalency certificate and one child three or four years of age. Parents and children ride the bus to school together, three days a week. During the day parents attend adult education classes, and their preschool children attend an early childhood education program. Parents also participate in a parent education program that includes direct interaction with their children. Initial and partial assessment of the program showed that 49% of participants earned their GED, but a number of others were waiting for test results. Thirty-six percent of participants reported changes in their communications with school officials. All of the mothers reported they thought their children were ready to go to kindergarten, largely because of skills the children had learned in the PACE program. Parents also perceived that they had both the power and the tools to teach their children necessary skills. While preliminary results look good, a more comprehensive research program is planned for the 1987-88 school year. (DHP)

ED 300 249 SE 050 085

Junior High Mathematics Curriculum Guide 1987. Draft.
Alberta Dept. of Education, Edmonton.
PUB DATE- 87

NOTE- 335p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Curriculum Guides; Educational Technology; Foreign Countries; Geometry; *Instructional Materials; *Junior High Schools; Mathematics Curriculum; *Mathematics Instruction; Measurement; Middle Schools; Number Concepts; Problem Solving; Ratios (Mathematics; *Secondary School Mathematics
IDENTIFIERS- *Alberta

This curriculum guide for junior high mathematics contains objectives, clarifications or examples, elective suggestions, and ideas for the integration of problem solving and technology for grades 7, 8, and 9. The strands running through all three grade levels are: (1) problem solving; (2) number systems and operations; (3) ratio and proportion; (4) measurement and geometry; (5) data management; and (6) algebra. The ninth-grade curriculum also includes an algebra-extended content strand. (PK)

ED 300 344 SP 030 525

Wildman, Louis
M.A.T. Programs.
PUB DATE- 8 Aug 88
NOTE- 22p.; Paper presented at the Association of Teacher Educators' Summer Workshop (Starkville, MS, August 8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Admission Criteria; Course Content; *Degree Requirements; Graduate Study; Higher Education; *Masters Programs; *Program Development; Teacher Education; *Teacher Education Curriculum
IDENTIFIERS- *Master of Arts in Teaching
A proposal is presented for developing a Master of Arts in Teaching (MAT) program at California State University, Bakersfield. The criteria for a MAT program are examined by outlining existing programs at: (1) Harvard Graduate School; (2) University of California, Berkeley; (3) Portland State University; (4) Stanford University; (5) University of California, Los Angeles; (6) Lewis & Clark University; and (7) University of Massachusetts, Amherst. The proposed MAT program for California State University incorporates many features of programs at other universities. (JD)

ED 300 488 UD 026 473

Otter, Annica, Ed.; Dahlberg, Ullabritt, Ed.
Education as Development: A Description of the NBE Research Programme.
SPONS. AGENCY- National Swedish Board of Education, Stockholm.
REPORT NO.- ISBN-91-7662-463-3
PUB DATE- 88
NOTE- 15p.
AVAILABLE FROM- Skoloverstyrelsen, Distributionscentralen, S-106 42 Stockholm, Sweden (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Improvement; *Educational Research; Environmental Research; *Foreign Countries; Longitudinal Studies; Program Budgeting; Research Design; *Research Projects; Research Utilization; *Writing Research
IDENTIFIERS- *Sweden
This document provides an overview of the research program of the Swedish National Board of Education (NBE) since 1962. The following subjects are discussed: (1) budget; (2) duration of the various projects; (3) fields of research; (4) transmission of knowledge; (5) transition from management by command to management by objectives; (6) research in the 1960s and 1970s; (7) research in educational technology; (8) local responsibility; (9) secondary school reform; (10) science role research; (11) goal achievement research; (12) adult education; (13) educational environment research; (14) longitudinal studies; (15) educational improvement; (16) sex differences; (17) writing instruction; and (18) standardized achievement tests. Charts illustrate the budget data. (BJV)

ED 300 203 SE 049 688

Ignatz, Mila E.; Ignatz, Milton
Computer Lab Modules as Problem Solving Tools. Final Report.
Florida A and M Univ., Tallahassee.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 25 Sep 87
NOTE- 29p.
GRANT- ERI-G-86-0016
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ability Identification; *Academically Gifted; *Black Students; Computer Simulation; *Computer Software; Computer Uses in Education; *Educational Improvement; *Educational Technology; High Schools; Interactive Video; Minority Groups; Science Education; *Secondary School Science; Talent Identification
There are many problems involved in upgrading scientific literacy in high schools: poorly qualified teachers, the lack of good instructional materials, and economic and academic disadvantages all contribute to the problem. This document describes a project designed to increase the opportunities available to the high school science student to experience science in an exciting and nonthreatening environment, to provide students with interactive experiences to maximize the learning of science processes and concepts, and to increase interest in science and technology among black students. The report gives the descriptions of 21 courseware packets consisting of simulations and interactive videotape modules designed to promote knowledge processing and application strategies in physics, chemistry, trigonometry, and physical science. In addition, the Talented Youth for the Physical Sciences and Engineering (TYPSE) program is discussed. This program is designed to identify and encourage talented minority students in grades 8 through 10. An evaluation of the TYPSE program is provided. An appendix includes a student evaluation form for the TYPSE program. (CW)

ED 300 217 SE 049 712

Sealey, Jean
Mathematics: Problem Solving. R & D Interpretation Service Bulletin.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 7p.
AVAILABLE FROM- Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($1.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Educational Research; Elementary Education; *Elementary School Mathematics; *Mathematics Instruction; *Problem Solving; *Research Utilization; *Teaching Methods
IDENTIFIERS- Mathematics Education Research

Research findings on problem solving and ideas for improving problem-solving instruction are presented. What a problem is and the fact that few problems appear in textbooks are noted. What successful problem solvers do is discussed, with the stages of problem solving described, including the point that checking their work may be the most important step for students. Four roles of the teacher in helping children at different levels are next discussed: modeling, helping or supporting, providing problems, and facilitating or sustaining interest. Features of a problem-solving program are then given, with comments on heuristics or strategies.

An illustration of a classroom lesson is included in which the teacher serves as a model and a problem provider. (MNS)

ED 300 234 SE 049 749

McArthur, David; And Others
Multiple Representations of Mathematical Reasoning. A RAND Note.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- RAND/N-2758-NSF/RC
PUB DATE- May 88
NOTE- 25p.; Figures may not reproduce well.
GRANT- MDR-8751515
AVAILABLE FROM- The RAND Corporation, Publications Department, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 ($4.00; 25% off 25 or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Algebra; *Computer Graphics; *Computer Oriented Programs; Educational Technology; Instructional Innovation; Mathematical Models; *Mathematics Instruction; Secondary Education; *Secondary School Mathematics; *Symbols (Mathematics)

Described is the notion of multiple alternative representations of mathematical reasoning, particularly as they relate to algebraic notation and the potential of computers to change representations. Features of a desirable notation for algebraic problem solving are described. This is followed by a description of the RAND Corporation's intelligent algebra tutor and the specific tools it contains that support multiple representations: a boxes-and-weights tool and goal commands. These tools supply students with important learning opportunities. Finally, comments are made about continuing research in this area, and the importance of testing different representational systems in real educational contexts. In addition, theoretical work must be directed toward deriving a general classification scheme for representations. (MNS)

ED 300 265 SE 050 111

Mullis, Ina V. S.; Jenkins, Lynn B.
The Science Report Card: Elements of Risk and Recovery. Trends and Achievement Based on the 1986 National Assessment.
Educational Testing Service, Princeton, NJ. Center for the Assessment of Educational Progress.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ETS-17-S-01; ISBN-0-88685-076-2
PUB DATE- Sep 88
NOTE- 154p.; Drawings may not reproduce well.
GRANT- NIE-G-83-0011
AVAILABLE FROM- National Assessment of Educational Progress, Educational Testing Service, Rosedale Rd., Princeton, NJ 08541-0001.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Educational Assessment; *Elementary School Science; Elementary Secondary Education; Females; Minority Groups; *National Surveys; Parent School Relationship; Science Education; *Secondary School Science; *Student Attitudes; Surveys; Teacher Qualifications; Teaching Methods
IDENTIFIERS- National Assessment of Educational Progress; Science Education Research

Evidence from the National Assessment of Educational Progress (NAEP) and other sources suggests that both the content and structure of our school science curricula are generally incongruent with the ideals of the scientific enterprise. By neglecting the kinds of instructional activities that make purposeful connections between the study and practice of science, educators fail to help students understand the true spirit of science. The results from the NAEPs 1986 science assessment indicate recent improvements at all three age levels assessed. This document presents the results of the 1986 assessment. Data are presented as trends in average proficiency; levels of proficiency for the nation and demographic subgroups; the context for learning; the relationship between course taking and proficiency; teacher qualifications and classroom practices; experiential, home and attitudinal factors associated with science learning; independent learning experiences, parental and educational support; and student views of science learning. Appendices include discussions of procedures and data tables. (CW)

ED 300 327 SO 019 482

Charles Pinckney: Soldier-Statesmen of the Constitution. A Bicentennial Series, No. 9.
Army Center of Military History, Washington, D.C.
REPORT NO.- CMH-Pub-71-9
PUB DATE- 87
NOTE- 9p.; For other documents in this series, see SO 019 474-496.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Collected Works - Serials (022)
DESCRIPTORS- Biographies; Colonial History (United States); Legislators; *Military Service; *Political Influences; *Public Service; *Revolutionary War (United States)
IDENTIFIERS- Bicentennial; *Pinckney (Charles); *Signers of the United States Constitution; South Carolina; State Governors; United States Constitution

Although the second youngest person of those who would sign the U.S. Constitution, Charles Pinckney stood out as one of the most active members of the Constitutional Convention, and over 30 of the U.S. Constitution's provisions can be traced to his pen. This booklet on Pinckney is one in a series on Revolutionary War soldiers who later signed the U.S. Constitution. The booklet reviews his education, his military service in the southern campaign, his active participation in the Constitutional Convention as a delegate from South Carolina, and his public service to his state and the nation. Personal data about Pinckney and a bibliographic essay of further readings are also included. (DJC)

ED 300 376 TM 012 106

Morse, Kathy; Kaemper, Jack
APS Chapter 1 Evaluation Report. 1985-1986.
Albuquerque Public Schools, NM. Planning, Research and Accountability.
PUB DATE- Dec 86
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; Achievement Tests; Cognitive Development; Compensatory Education; *Educationally Disadvantaged; Elementary Secondary Education; Federal Aid; Financial Support; Language Acquisition; Parent Attitudes; Program Descriptions; *Program Evaluation; *Reading Instruction; Student Attitudes; Teacher Response
IDENTIFIERS- *Albuquerque Public Schools NM; *Education Consolidatio Improvement Act Chapter 1
In 1985-86, reading was identified as the supplemental instructional area of the Albuquerque (New Mexico) Public Schools (APS) for funding under the Education Consolidation and Improvement Act, Chapter 1. In all, 39 elementary schools, 13 middle schools, and 4 high schools in the APS qualified for Chapter 1 services; 4,317 elementary school students (ESSs) received reading instruction (RI) and/or Cognitive Language Development instruction (CLDI), and 1,524 secondary students received RI. Data from 1,012 classroom teachers and 834 parents support the test results concerning the impact of Chapter 1 RI. As shown by the Comprehensive Tests of Basic Skills, ESSs with 40 hours or more of Chapter 1 instruction gained skills at a greater rate than normal, except for grade 2. The Stanford Early School Achievement Test, Level II, showed greater than normal development of first graders with at least 30 hours of Chapter 1 CLDI. Student improvement in skill development--measured by the Stanford Diagnostic Reading Test--showed greater than normal growth in grades 6 through 12.

Early Learning, computer-assisted instruction, and parent liaison services were also funded through Chapter 1. In addition to academic improvement, teachers and parents noted improvement in student attitudes and self-confidence. Fourteen data tables and three graphs are provided. Facts about eligible schools, staff allocation data, and the Chapter 1 planning form are appended. (SLD)

ED 300 390 TM 012 214

Clark, Renee Smith
Age Cohort Performance on the College-Level Examination Program (CLEP) General Examination in English Composition.
PUB DATE- 29 Apr 88
NOTE- 27p.; Requirements for Directed Study, University of Pittsburgh.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Adult Education; *Age Differences; Age Groups; *College English; *Equivalency Tests; *Experiential Learning; Higher Education; National Programs; *Scores; *Standardized Tests; Writing Evaluation; Writing Skills
IDENTIFIERS- Cohort Differences; *College Level Examination Program; English Composition Test
Seven sample age subgroups were selected from official score reports from the College Level Examination Program (CLEP) to determine age cohort performance on the CLEP English Composition examination. The 154 CLEP English Composition score reports received by the Community College of Allegheny County (Pennsylvania) between July 1983 and June 1985 were evaluated. The age ranges included 18-21, 22-24, 25-29, 30-34, 35-39, 40-44, and 45-58 years. It was hypothesized that the accumulation of adult experiences includes opportunities to practice and master analytical writing skills to the extent that age cohorts' scores on the CLEP are significantly different. The study was undertaken in an attempt to assess one type of student outcome on a national credit-by-examination program and its application to adult education. A one-way analysis of variance design was used to accommodate testing of multiple independent group means and effects of a single treatment variable. Results indicate no statistically significant difference among the seven subgroup mean scores on the CLEP English Composition examination. It appears that the complexity of focusing on life experience as a factor in score variance may have unidentified consequences on study results. (TJH)

ED 300 419 TM 012 418

Mangino, Evangelina; And Others
Feedback: Teaming up on TEAMS. Publication No. 87.16.
Austin Independent School District, Tex. Office of Research and Evaluation.
PUB DATE- Jan 88
NOTE- 10p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Basic Skills; Criterion Referenced Tests; Elementary Secondary Education; Feedback; Limited English Speaking; *Mastery Tests; Minimum Competencies; *Minimum Competency Testing; Newsletters; *State Programs; *Teacher Response; Test Coaching; *Testing Programs
IDENTIFIERS- Austin Independent School District TX; *Texas Educational Assessment of Minimum Skills
This newsletter is part of an effort to improve mastery of the Texas Educational Assessment of Minimum Skills (TEAMS). Responses of teachers to a survey in the Spring of 1987 concerning their beliefs and facts about the TEAMS are reported, along with clarifying facts about this criterion referenced test. Teaching to the TEAMS is advisable because it is part of a program intended to promote test-driven instruction on skills all students should know. Results of the Austin (Texas) Independent School District (AISD) show that AISD students scored higher on the 1987 TEAMS than on the 1986 test, although gains were not as large as those made by students in other urban Texas districts. On exit-level TEAMS, AISD has ranked number 1 since 1985, with 99.4% of students passing both areas of the tests and fulfilling requirements for graduation. Performance of educationally disadvantaged (Chapter 1) students in grade 3, English TEAMS data for limited English proficient students in grades 1 through 9, and Spanish TEAMS data for grades 1 and 3 are outlined. A summary is given of ways to prepare students for the TEAMS. Seven graphs are included. (SLD)

ED 300 475 UD 026 444

Monzel, Kristen L.
The Denver-Boulder Hmong: A Geographical Perspective on the Acculturation and Satisfaction of an Indochinese Refugee Community.
PUB DATE- 87
NOTE- 164p.; Master's Thesis, University of Colorado.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acculturation; Adjustment (to Environment); Community Surveys; Demography; Educational Attainment; *Educational Needs; Ethnic Groups; Human Geography; *Indochinese; Interviews; *Life Satisfaction; Migration Patterns; Neighborhoods; Quality of Life; *Refugees; Urban Education
IDENTIFIERS- *Colorado; *Hmong People; Laos
This study examines the Lao Hmong, an Indochinese refugee group that has resettled in the Denver-Boulder, Colorado, area. Characteristics examined are the following: (1) migration; (2) location; (3) housing; (4) acculturation; and (5) life satisfaction. An extensive literature review discusses the history, ethnography, and culture of the Hmong in Laos and in the United States. A survey was administered to a sample of 27 Hmong adults. Interviews were conducted either at the respondents' work places or in their homes, with an English-Hmong translator present. Findings suggest the following: (1) the Denver-Boulder Hmong community may be better employed and less welfare dependent than other Hmong communities; (2) residential clustering appears to be due more to economic constraints than to a desire to reside in ethnic enclaves;

(3) respondents seem to be satisfied with their lives in the Denver-Boulder area, and more Hmong may be expected to migrate to the area; (4) respondents in the 30- to 39-year age group appear to have the most difficulties in adjustment; (5) the Hmong are at a point in the acculturation process where they wish to take advantage of educational funding, but few such opportunities now exist. Three tables include definitions of the study variables, subpopulations of the respondents, and values assigned to educational levels attained by the respondents. A map, five photographs of Hmong embroidery, and statistical data are included in eight figures. An extensive list of references, and a supplementary bibliography are included. The appendices include a copy of the survey questionnaire, and 13 tables of statistical data. (FMW)

ED 300 502 UD 026 499

Page, Douglas B.
Residential Segregation: A Review of the Literature. Project Report.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Rockefeller Foundation, New York, N.Y.
REPORT NO.- UI-3730-07
PUB DATE- Jun 88
NOTE- 33p.
AVAILABLE FROM- The Urban Institute, 2100 M Street, NW, Washington, DC 20037.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Blacks; Civil Rights; Differences; Group Dynamics; Hispanic Americans; Longitudinal Studies; Minority Groups; *Neighborhood Integration; *Racial Distribution; *Racial Segregation; Regional Characteristics; *Residential Patterns; Social Science Research; *Urban Demography
IDENTIFIERS- Asians
A review of the literature on residential segregation reveals that Blacks remain the most segregated group in American cities, despite the more recent arrival of Hispanic and Asian groups. By one measure--the index of dissimilarity with respect to Whites--Blacks are 1.6 times more segregated than Hispanics, and twice as segregated as Asians. Race is a far stronger correlate of residential segregation than cultural or ethnic differences. The segregation of blacks showed little improvement--and perhaps worsened--during the 1960s, despite heightened awareness and activity from civil rights activity. Substantial improvement during the 1970s offset this deterioration and left the nation's cities marginally less segregated in 1980 than in 1960. Researchers express conflicting opinions on the importance of black suburbanization in reducing measurable segregation. In general, large, slow-growing cities with large existing minority populations exhibit the most segregated residential patterns. The North Central region of the country consistently shows the highest levels of segregation and the least encouraging signs of improvement. Implications for future research are discussed. Data are presented on four tables and figures. A list of 39 references is included. (BJV)

ED 300 515 UD 026 513

Jackson, Cheryl D.
The Link between Learning and Earning: A Comprehensive Service Delivery Model Designed To Improve the Quality of Life of High School Dropouts and "At-Risk" Youth.
Atlantic Community Coll., Atlantic City, NJ.
PUB DATE- Jun 87
NOTE- 24p.; A product of the New Jersey Youth Corps Program.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; Career Planning; Community Services; *Dropout Programs; Dropouts; *Education Work Relationship; Employment Programs; *High Risk Persons; *Literacy Education; Program Descriptions; Remedial Programs; Secondary Education; State Programs; *Work Experience Programs; Youth Problems; *Youth Programs
IDENTIFIERS- Atlantic Community College NJ; *New Jersey Youth Corps Program
Many youth face the following educational and economic barriers to success: (1) increased high school dropout rates; (2) adolescent pregnancy; (3) chronic unemployment; (4) poverty; (5) drug abuse; (6) suicide; and (7) crime and delinquency. The Atlantic Community College (New Jersey) Youth Corps Program, a successful conservation and service corps program serving out-of-school youth between the ages of 16 and 25, illustrates the important link between earning and learning. The program is the newest of 15 New Jersey Youth Corps programs, developed by the State to combat unemployment and illiteracy. Participants are exposed to comprehensive educational and vocational experiences, including significant contact with caring and committed adults. Project components include the following: (1) Intake; (2) Orientation and Screening; (3) Breakaway Curriculum; (4) Community Service Projects; (5) Basic Skills; (6) Supportive Services; (7) Student Council and Alumni Association; and (8) Graduation and Achievement Awards Ceremony. Among other cited benefits to students and employers, participants who were tested after competing 100 hours of the program showed a general improvement in grade equivalency levels ranging from .01 to 2.0. A brief list of references is included. (FMW)

ED 300 250 SE 050 086

Grade 9 Mathematics Curriculum Specifications (Program of Studies, 1978). Revised.
Alberta Dept. of Education, Edmonton. Student Evaluation and Data Processing Branch.
PUB DATE- May 87
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Curriculum Guides; Foreign Countries; Geometry; *Grade 9; Junior High Schools; Mathematics Curriculum; *Mathematics Instruction; Measurement; Number Concepts; *Objectives; Ratios (Mathematics; *Secondary School Mathematics; Time Management
IDENTIFIERS- *Alberta

This document contains curriculum specifications for grade 9. Objectives are grouped under seven broad topic areas. For each objective and each topic area a percent of emphasis is given. The broad topic areas and percent emphasis for each of those areas are: (1) number systems, 22 percent; (2) ratios and proportions, 10 percent; (3) measurement, 6 percent; (4) geometry, 22 percent; (5) graphing, 5 percent; and (6) algebra, 35 percent. The algebra topic includes 22 specific objectives, including the solution of first degree equations, the use of formulae to solve problems, and the finding of products and factors. (PK)

ED 300 281 SO 018 777

Reardon, Betty
Obstacles to Disarmament Education. Centre for Peace Studies Occasional Paper No. 6.
Saint Martin's Coll., Lancaster (England). Centre for Peace Studies.
REPORT NO.- ISBN-0-946357-11-0
PUB DATE- 83
NOTE- 32p.; Based on a study prepared for the Unesco seminar, "Obstacles to Disarmament and the Ways of Overcoming Them" (1978).
AVAILABLE FROM- Information Officer, Centre for Peace Studies, St. Martin's College, Lancaster, England LA1 3JD.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Awareness; *Disarmament; Elementary Secondary Education; Nationalism; Political Issues; Postsecondary Education; Social Studies; *World Problems
IDENTIFIERS- *Peace Education

Obstacles to disarmament education fall into three general categories: political, perceptual, and pedagogical. At the elementary school level, these obstacles occur because of: (1) a lack of opportunities for cross-cultural experiences; (2) the socialization processes that enforce the belief that a child's culture is superior to and competitive with other cultures; and (3) the educational systems' roles in the development of national identity and loyalty. Obstacles occur at the secondary school level because of: (1) the reinforcement of nationalism and the promotion of military service; (2) an emphasis on competitive sports; (3) the pre-military service organizations, such as the Junior Reserve Officers' Training Corps (ROTC); and (4) a nationalistic approach to the study of history. Major barriers to disarmament education at the university level include a lack of resources to support these programs and the entrenchment of traditional disciplines that pay little or no attention to peace issues. Adult and community education programs often focus on meeting people's immediate needs, offer programs for specific skills development, operate with limited resources, and do not focus on global issues. However, the moral, civic, cultural, scientific, and technical elements of international education should focus on disarmament issues. (JHP)

ED 300 295 SO 019 391

Mead, Walter B.
The United States Constitution: A Non-Trivial Pursuit. Fifty-Three Radio Scripts.
PUB DATE- 88
NOTE- 58p.
AVAILABLE FROM- Dr. Walter B. Mead, Department of Political Science, Illinois State University, Normal, IL 61761 ($7.95 postpaid). Also available on audio cassettes ($67.50 postpaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030) Historical Materials (060)
DESCRIPTORS- Community Programs; *Constitutional History; Program Content; Radio; *Scripts; State History; *United States History
IDENTIFIERS- *United States Constitution

These 53 radio scripts present the history of the founding and ratification of the U.S. Constitution. Each script is designed to fit within a 2 to 2-1/2 minute time-frame. The titles are:

"Introduction to Series" (Promotional Segment); "Did You Know: Our Present Constitution Is Our Second Constitution?"; "The First American President: Peyton Randolph"; "Our First Constitution: A 'League of Friendship'"; "Under Our First Constitution: The Disunited States"; "Congress Attacked by Its Own Army"; "Road to the Philadelphia Constitutional Convention"; "Daniel Shays Opens the Way to the Philadelphia Convention"; "Optimism in the Midst of Turmoil"; "Washington Reconsiders"; "A Developing America in 1787"; "Getting to Philadelphia: Arduous Travel"; "A Grand Entrance for a Great Man"; "Philadelphia in 1787"; "A Small Gathering for a Major Event"; "Men of Extraordinary Talent"; "Mediocrity Amidst Merit"; "Profile of the Delegates"; "Faith of Our (Founding) Fathers"; "The Virginia Plan"; "A Silent Presiding Officer"; "Madison as Unofficial Convention Secretary"; "A Free Nation Conceived behind Closed Doors"; "A Long, Hot Philadelphia Summer"; "A Delegate's Walk to Constitution Hall"; "Business before Pleasure"; "In Commemoration of an Indian Queen"; "Philadelphia's Social Life"; "Ben Franklin: Citizen of the World"; "Madison's Rise from Rejection"; "Alexander Hamilton: A Misplaced Monarchist"; "Men with Strong Aristocratic Leanings"; "Three Defenders of Democracy"; "Men of Property Defining the Role of Property"; "Creating a Non-Democratic Republic: Checking the Popular Vote"; "A Republic Built upon the Commercial Spirit"; "A Government Designed after a Clock"; "A Republic Based on 3/5ths People: The Unresolved Problem of Slavery"; "Gouverneur Morris: Chief Draftsman of the Constitution"; "What--No Bill of Rights?"; "An Unconstitutional Constitution?"; "The Last Day of the Convention"; "Those Who Refused to Sign"; "Getting the Proposed Constitution to the States"; "The Pennsylvania Ratifying Convention: Intransigence and Violence"; "The Massachusetts Convention: Spirit of Reconciliation"; "Virginia's Ratification Debates: Quiet Reason versus Fiery Oratory"; "Some Famous Letters-to-the-Editor"; "The New York Debates: A Close and Crucial Vote"; "Reluctant Rhode Island"; "James Wilson: Founding Father Turned Fugitive"; "Robert Morris: Forgotten Patriot"; and "Securing Our Constitutional Liberties". (DJC)

ED 300 310 SO 019 418

Software for the Humanities and Social Sciences.
National Collegiate Software Clearinghouse, Raleigh, NC.
PUB DATE- 1 Feb 88
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Computer Assisted Instruction; *Courseware; *Databases; Higher Education; *Humanities; Microcomputers; Research Tools; *Social Sciences
IDENTIFIERS- Apple Microcomputers; IBM Personal Computer; *Statistical Packages

This computer software program bibliography available from the National Collegiate Software Clearinghouse (NCSC) includes programs for college students and researchers in anthropology, economics and business, education, English and text analysis, foreign language, general interest, history, management, philosophy and religion, political science, psychology, research methodology, and sociology. Listings of datasets and statistical packages and expert systems are also included. Each program is given: (1) a short description; (2) information on whether the software is IBM and/or Apple computer compatible; and (3) the intended audience level. The NCSC policies, a price list, and an order form are included. (DJC)

ED 300 345 SP 030 536

Howes, Hugh
Child-to-Child: Another Path to Learning. UIE Monographs 13.
United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.
REPORT NO.- ISBN-92820-1049-X
PUB DATE- 88
NOTE- 138p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Children; Diseases; Elementary Education; Family Health; Foreign Countries; *Health Activities; *Helping Relationship; *Learning Strategies; Lifelong Learning; *Peer Teaching; *Primary Health Care
IDENTIFIERS- *Child Health; *Child to Child Program
Ten years ago the Institutes of Education and of Child Health of the University of London organized the initial meetings of what was to become a worldwide concept. A small team of pediatricians, curriculum designers and field workers from a variety of countries turned the key messages of primary health care into activity sheets for the Child-to-Child program which can now be found in national primary and community education systems in over 50 countries. Three basic assumptions underlie the program: (1) primary education becomes more effective if it is linked closely to things that matter both to children and their families and communities; (2) education in and out of school should be linked as closely as possible so that learning becomes a part of life; and (3) children have the will, the skill and the motivation to help educate each other and can be trusted to do so. This book offers discussions on the implementation and impact of the program, evaluates its future, and offers insights into the program's implications. Case studies are also offered. Appended are examples of materials and activities used around the world. (JD)

ED 300 362 SP 030 680

Zerr, Rita G.
What Supervisors of Student Teaching and Student Teachers Tell Us about Student Teaching.
PUB DATE- 20 Feb 88
NOTE- 28p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Anxiety; *Cooperating Teachers; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *State Standards; *Student Teacher Attitudes; *Student Teachers; Student Teaching; *Teacher Attitudes; Teaching Experience
As we look for direction in improving teacher education, we should examine what research is telling us about the student teaching experience. This paper addresses the following areas: (1) a survey of literature documenting the critical role of student teaching and the cooperating teacher in teacher preparation and reporting related research on anxiety and the problems of student teachers; (2) a report on anxieties of prospective cooperating teachers; (3) a study of what student teachers have said about their cooperating teachers; (4) a national survey of supervisor of student teaching state endorsement requirements; and (5) recommendations for future research and suggested selected activities for consideration in "Supervision of Student Teaching" and "Student Teaching" courses. (Author)

ED 300 405 TM 012 387

Preiss, Raymond W.
Applications of Meta-analytic Techniques: A Bibliography of Educational Resources.
PUB DATE- 88
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Research; *Meta Analysis; Resource Materials
Meta-analysis is a useful tool for empirically reviewing large bodies of research. It assures that lecture materials are comprehensive and that highlighted studies are supported by a body of knowledge. Many educators are not familiar with the range of topics that has been empirically summarized using meta-analytic techniques. To fill this void, a bibliography of over 200 meta-analytic applications on subjects of interest to professional educators in a variety of fields is provided. The articles were published between 1977 and 1988. In addition, the archive of meta-analytic investigations is discussed in terms of instructional practices. (Author/TJH)

ED 300 190 RC 016 809

Oldendorf, Sandra Brenneman
Democratic Empowerment and the South Carolina Sea Island Citizenship Schools: Implications for Appalachian Schools.
PUB DATE- Oct 87
NOTE- 23p.; In: Education in Appalachia. Proceedings from the Conference; see RC 016 800.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Activism; *Adult Education; Black Education; *Citizenship Education; Community Change; Community Responsibility; Leadership Responsibility; Self Determination; Social Action; Social Responsibility; Voting
IDENTIFIERS- Appalachia; Highlander Folk School TN; *South Carolina Sea Island Citizenship Schools
Literacy training is the first step in citizenship education for democratic empowerment. This report examines empowerment of individuals through community education and applies those lessons to Appalachia. The South Carolina Sea Island Citizenship Schools were formed and supported during the 1950s by the Highlander Folk School (Monteagle, Tennessee) to provide literacy training for blacks in South Carolina who were required to read a section of the state constitution to register to vote. The first teachers developed techniques relevant to the unique needs of these students, using vocabulary and spelling lists from their everyday language. Spread of the schools was rapid and within five years there were 700 teachers and 50,000 new voters. "Empowerment" means people learn to recognize and address injustice in their own lives. Examination of letters, tapes, and interviews shows that students, teachers and others in the Sea Island communities were empowered through the Citizenship Schools. Appalachian residents can learn from this experience in an isolated poor area similar to their own. Four needs for Appalachian residents are cited: people must learn to identify their own problems; to ask questions about the differences between democratic ideals and realities; to act, working together; and to find and develop courageous teachers who will help students satisfy the first three needs. (DHP)

ED 300 433 TM 012 467

Cooper, Charles; Breneman, Beth
Writing Achievement of California Eighth Graders: A First Look.
California State Dept. of Education, Sacramento.
PUB DATE- 88
NOTE- 64p.
AVAILABLE FROM- California State Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Autobiographies; Descriptive Writing; Elementary Education; *Elementary School Students; *Essay Tests; Expository Writing; *Grade 8; Persuasive Discourse; Problem Solving; Rhetoric; State Programs; Testing Programs; Writing (Composition); *Writing Evaluation; Writing Skills
IDENTIFIERS- *California Assessment Program

The first statewide direct writing assessment was conducted for grade 8 by the California Assessment Program (CAP) in the spring of 1987. Each student wrote an essay in response to 1 of 15 prompts (writing tasks) representing: (1) an autobiographical incident; (2) a report of information; (3) a solution to a problem; and (4) an evaluation. In all, 282,155 essays were scored at four regional sites by 290 teachers; this number includes some papers double scored in a reliability study. About 99% of the students had responded to a topic. Scoring considered rhetorical effectiveness, a feature score about some characteristic (such as coherence), and a conventions score for mechanics. Most students wrote adequate or marginally adequate essays (68%), some wrote exceptionally well (13%), and others wrote poorly (19%). Eighth graders were most competent at reporting information, less competent at writing autobiographies, and least able to produce the two types of persuasive writing. Control of the conventions was better than of rhetorical strategies. Recommendations for teachers begin with encouraging more direct writing instruction and more analysis of what is read. Recommendations for school administrators, parents, and teacher educators are included. (SLD)

ED 300 447 TM 012 496

Bredeson, Paul V.
Reappraising Personal Experience in the Reform of Curriculum in Educational Administration.
PUB DATE- Oct 88
NOTE- 19p.; Paper presented at the Meeting of the University Council for Educational Administration (Cincinnati, OH, October 28-30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Administrators; *Curriculum Development; *Educational Administration; Experiential Learning; Higher Education; *Professional Education; School Administration; *Theory Practice Relationship

The use of personal administrative experiences as bases for thinking about and effecting curricular reform in educational administration is discussed. The purposeful application of individual past experiences is valuable to the reform effort in that it taps a vital resource of individual knowledge and suggests a way of bridging the chasm between the worlds of practice and individual experience and that of theory. The philosophy of J. Dewey and the work of R. S. Usher are used extensively to support this thesis. The notion of knowledge and learning as a transformation of experience is discussed, and the processes of reflection as mediators of individual experiences are addressed. The key concern of the paper is how to convince professors and, in turn, their students that individual experiences and biographies have worth beyond the anecdotal illumination of extant theories in the area of educational administration. A model depicting the interaction of reflective skills, conceptions of learning and knowledge, educational tasks and assessment, and use of experience is outlined. (TJH)

ED 300 462 TM 012 517

Halderson, Cynthia; And Others
Examiner's Manual. School Climate Survey: Student Satisfaction Survey, Teacher Satisfaction Survey, Parent Satisfaction Survey: Form A. Sampler Kit.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- 87
NOTE- 55p.
AVAILABLE FROM- National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($4.00).
LANGUAGE- English

Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Assessment; *Educational Environment; *Parent Attitudes; Parent School Relationship; *School Surveys; *Student Attitudes; *Teacher Attitudes; Test Interpretation; *Test Manuals; Test Reliability; Test Scoring Machines; Test Validity
IDENTIFIERS- Parent Satisfaction Survey; *School Climate Survey; Student Satisfaction Survey; Teacher Satisfaction Survey
Guidelines for examiners administering the School Climate Survey (SCS), the Teacher Satisfaction Survey (TSS), the Student Satisfaction Survey (SSS), and the Parent Satisfaction Survey (PSS) of the National Association of Secondary School Principals (NASSP) are provided. These four surveys are the initial result of research/development efforts by the NASSP's Task Force on Effective School Climate. The guidelines include a general description of the instruments; discussions of instrument reliability, validity, and use; directions for preparation and implementation of group administration of the instruments; an outline of requirements for machine and hand scoring and means of plotting group summaries and profiles; a discussion of interpretation of survey data; and an outline of terms of use, including copyright stipulations, permission requirements, and qualifications for purchase. The SCS is normed for use in grades 6 through 12 and for use with teachers and parent and citizen groups. Instrument readability is rated at grades 5-6. The SCS collects data about perceptions on 10 subscales. The SSS, TSS, and PSS provide data about perceptions on 8, 9, and 9 subscales, respectively. The readability levels are rated at grades 4-6, grades 11-13, and grade 8 for the SSS, TSS, and PSS, respectively. The four surveys are provided. Numerous data tables and figures are included. (TJH)

ED 300 489 UD 026 474

The School Dropout Demonstration Assistance Program.
San Diego City Schools, Calif.
PUB DATE- 8 Jun 88
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Basic Skills; Career Development; Cooperative Programs; Daily Living Skills; Demonstration Programs; *Dropout Prevention; *Dropout Programs; Elementary School Students; Elementary Secondary Education; *High Risk Students; High School Students; *Nontraditional Education; *Outreach Programs; Remedial Programs; *School Community Programs; Summer Programs; Urban Schools; Work Experience Programs
IDENTIFIERS- Case Management; Middle School Students; STEP Program

The San Diego City Schools (California) has received nearly $500,000 in federal funds to replicate and evaluate the following successful dropout prevention programs: (1) Motivation and Maintenance (M and M); (2) Partnership Academy; and (3) Summer Training and Education Program (STEP). The M and M program is designed to provide a case management approach to the problems of at-risk students in high schools and their feeder elementary and middle schools. Students receive the services of outreach consultants who work with students, their parents, and community businesses and agencies to provide tutoring, medical care, shelter, and clothing. The consultants also work to develop donations of goods and services to use as incentives for tudents. The Partnership Academy is a 3-year senior high school-within-a-school model, emphasizing basic skills, career instruction and summer work experience. Business support for the program is developed in diverse career areas. STEP is focused on at-risk 14- and 15-year olds. It offers a combination of work, remedial education, and life skills instruction during the summer, as well as school year counseling and support services. Contact information is included. (FMW)

ED 300 204 SE 049 697

Tucker, Carolyn; Dillard, Rebecca
Water Education Curricula: A Compendium.
California State Dept. of Water Resources, Sacramento. Office of Water Conservation.
PUB DATE- Sep 86
NOTE- 112p.; Pages with small print may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); *Conservation Education; Curriculum Design; Curriculum Guides; Ecology; Elementary School Science; Elementary Secondary Education; *Environmental Education; Science and Society; Science Education; Science Instruction; Secondary School Science; *Water; *Water Pollution; *Water Resources
IDENTIFIERS- Conservationists; Environmental Awareness
This compendium of water education curricula describes a variety o instructional materials stressing California water conservation which are available upon request. The individual materials are suggested for use by the following grade levels: K-3; 2-4; 3-6; 6-9; 9-12; and K-12. Partial segments of each of the 23 brochures are illustrated along with a description of the publication. Also included are suggestions for the use of each brochure in the classroom. Topics include: "The Guzzler Gang"; "Water Fun"; "Water Play"; "The Water Cycle"; "Travelling with Ricki the Rambunctious Raindrop"; "Water Is Your Best Friend"; "Water Is Peter's Best Friend"; "Peter's Magical Water Journey"; "Admiral Splash"; "The California Water Works and Why It Does"; "The Tardy Twins Meet Polluto"; "Water for Ursa"; "A Journey down the Colorado River Aqueduct"; "Be Water-Wise"; "The Official Captain Hydro Water Conservation Workbook"; "Water Lifelines for Los Angeles"; "The Further Adventures of Captain Hydro"; "The California Water Map Program"; "The Delta Dilemma"; "Project Water Science"; "A Sense of Water"; "Regional Teacher's Guide Supplement"; and "The Story of Drinking Water." Also included are a referencing of these materials to the concepts related to water education, as listed in the "Science Framework Addendum for California Public Schools," 1984. A 50-item bibliography of additional resources is provided. (ML)

ED 300 235 SE 049 750

Warren, Charles R.
The Use of Ordinary Least-Squares Regression in the Development of an Instrument To Measure Sexism in Biology Textbooks.
PUB DATE- 88
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-West Educational Research Association (Chicago, IL, October 13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; High Schools; Instructional Materials; Science Curriculum; Science Education; *Science Materials; *Secondary School Science; *Sex Bias; *Sex Role; *Textbook Bias; Textbook Content; Textbook Evaluation; Textbooks
In the past, science textbooks have been the target of criticism by educators and feminists in studies of sex bias in education. The purpose of this study was to develop a useful tool that could be used in formative or summative evaluation of the level of sexism in science textbooks and as a research tool to study the effect of sexist instructional materials on the course choices made by secondary school students. Seven popular grade 10 biology textbooks were examined for their representation of women in illustrations of scientific activity. Three variables were examined in each of the biology textbooks; gender represented by the image; the presence/absence of dominance between persons in an illustration; and the traditional/nontraditional nature of the activity of the individuals in the illustration. It was expected that these factors would help to explain the variation in the impression left with a person by these texts. Using multiple linear regression methods, it was found that these three factors accounted for a significant portion of the variance among the textbooks. Another factor, intensity, the number of illustrations which carry these socializing messages in a given text, has emerged from the study of this data. (Lists of 39 references and the 7 textbooks are provided.) (Author)

ED 300 328 SO 019 483

Pierce Butler: Soldier-Statesmen of the Constitution. A Bicentennial Series, No. 10.
REPORT NO.- CMH-Pub-71-10
PUB DATE- 87
NOTE- 9p.; For other documents in this series, see SO 019 474-496.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Collected Works - Serials (022)
DESCRIPTORS- Biographies; Colonial History (United States); *Military Service; Public Service; *Revolutionary War (United States)
IDENTIFIERS- Bicentennial; *Butler (Pierce); Great Britain; *Signers of the United States Constitution; South Carolina; United States Constitution

An Irish nobleman with an officer's commission in the British army, Pierce Butler came to North America during the French and Indian War, sold his commission to become a resident in the colonies, and when the Revolutionary War broke out, offered his military talents to the South Carolina governor. This booklet on Butler is one in a series on Revolutionary War soldiers who later signed the U.S. Constitution. The booklet reviews his military career with the British army, his military service to South Carolina, and his appointment as a delegate to the Constitutional Convention from South Carolina. Personal data about Butler and a bibliographic essay of further readings are also included. (DJC)

ED 300 391 TM 012 228

Marsh, Herbert W.; Richards, Gary E.
The Tennessee Self Concept Scale: Reliability, Internal Structure, and Construct Validity.
PUB DATE- 6 Jun 87
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Construct Validity; Discriminant Analysis; *Factor Analysis; Foreign Countries; Multitrait Multimethod Techniques; *Psychometrics; *Self Concept; *Test Reliability
IDENTIFIERS- Australians; *Confirmatory Factor Analysis; Convergent Validation; Outward Bound; *Tennessee Self Concept Scale
The construct validity of responses to the Tennessee Self Concept Scale (TSCS) was evaluated in two sets of analyses. First, exploratory and confirmatory factor analyses, and an analysis of variance model adapted from multitrait-multimethod (MTMM) research, were used to examine the internal structure of the TSCS responses. Second, MTMM analyses were adapted to examine the convergent and discriminant validity of TSCS responses in relation to responses to the Self Description Questionnaire III and to the multidimensional self-concept ratings inferred by external observers. The subjects were 343 participants (aged from 16 to 37 years) in one of 9 Outward Bound courses offered in 1985 or 1986 at the University of Sydney (Australia). One-third of the subjects were full-time students, and most of the others were employed full-time during the year prior to the course. Across all analyses there was consistent support for TSCS family, social, and physical scales, but less consistent support for other TSCS scales. Eight tables are included and a list of 58 references is appended. (Author/TJH)

ED 300 420 TM 012 420

Baenen, Nancy R.; Yonan, Barbara
Title VII Evaluation, 1987-88.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-87.18
PUB DATE- Jul 88
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Gains; *Bilingual Education Programs; English (Second Language); Federal Aid; *High School Students; Hispanic Americans; *Limited English Speaking; *Program Evaluation; Secondary Education; Spanish Speaking
IDENTIFIERS- *Austin Independent School District TX; *Emergency School Aid Act 1972

Title VII federal funds have been used in the Austin (Texas) Independent School District (AISD) since 1985-86 to enhance the regular secondary bilingual and English-as-a-second-language programs for Hispanic limited English proficient (LEP) students. The four secondary campuses involved were those with the highest concentrations of Hispanic LEP students--Martin Junior High and Travis, Anderson, and Johnston High Schools. Title VII provided staff training, student tutoring, curriculum development, and parent/family training. In 1987-1988, a total of 233 LEP students were enrolled in these schools, while over the 3 years of the project, 33 Title VII teachers took one or more courses leading to ESL-endorsement certification. In addition, between 1986 and 1988, 16 workshops were held for parents/families of LEP students. Title VII in combination with other AISD programs appeared to have a positive impact over 3 years as English proficiency improved steadily across time and students narrowed the gaps between their performance and national norms in mathematics and language, although not in social studies, reading, or science. Spanish achievement improved in all subjects. Title VII students had lower retention rates, higher grade point averages, and more course credits than did other LEP students. Results for the single year 1987-88 were more mixed, but still positive, although the tutoring program was not considered effective. Long-term results show Title VII to be working, in combination with other AISD programs.

Nineteen graphs and tables provide study data. (SLD)

ED 300 516 UD 026 521

Racial/Ethnic Distribution of Public School Students and Staff: New York State, 1987-88.
New York State Education Dept., Albany. Information Center on Education.
PUB DATE- 88
NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary School Students; Elementary Secondary Education; Enrollment Trends; *Ethnic Distribution; Kindergarten Children; Minority Group Children; *Minority Groups; *Professional Personnel; Public Schools; *Racial Distribution; *School Demography; School Statistics; Secondary School Students; *Teacher Distribution
IDENTIFIERS- *New York

This compilation of statistical data presents the racial/ethnic distribution of students, professional staff, and classroom teachers in New York State public schools. Tables include the following: (1) Racial/Ethnic Distribution of Public School Students, 1987-88; (2) Distribution of Black and Hispanic Public School Students, 1987-88; (3) Percent Distribution of Public School Students by Racial/Ethnic Origin, 1984-85 through 1987-88; (4) Number of Schools and Number and Percent of Minority Students in Schools of Differing Racial Composition, 1987-88; (5) Number of Schools and Number and Percent of Black Students in Schools of Differing Racial Composition, 1987-88; (6) Number of Schools and Number and Percent of Hispanic Students in Schools of Differing Racial Composition, 1987-88; (7) Percent Distribution of Public School Professional Staff by Racial/Ethnic Origin, 1987-88; (8) Percent Distribution of Public School Professional Staff by Racial/Ethnic Origin, 1984-85 through 1987-88; (9) Percent Distribution of Public School Classroom Teachers by Racial/Ethnic Origin, 1987-88; and (10) Percent Distribution of Public School Classroom Teachers by Racial/Ethnic Origin, 1984-85 through 1987-88. The appendices include three tables illustrating the percent distribution of the following groups, listed by school district within county: (1) Students by Racial/Ethnic Origin, 1987-88; (2) Professional Staff by Racial/Ethnic Origin, 1987-88; and (3) Classroom Teachers by Racial/Ethnic Origin, 1987-88. (FMW)

ED 300 218 SE 049 713

Sealey, Jean
Mathematics: Individual Differences. R & D Interpretation Service Bulletin.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 7p.; Drawings may not reproduce well.
AVAILABLE FROM- Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($1.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Cognitive Development; Cognitive Style; Educational Research; Elementary Education; *Elementary School Mathematics; Individualized Instruction; Learning Modalities; Learning Theories; *Mathematics Instruction; *Research Utilization; *Teaching Methods
IDENTIFIERS- Mathematics Education Research; *Piaget (Jean)
The need to consider the interaction of characteristics that affect students' learning is stressed. Levels of cognitive development as proposed by Piaget are presented first, with how they relate to teaching mathematics discussed. Then two cognitive styles, relating to the way an individual most efficiently processes information, are considered: impulsivity/reflection and field dependence/independence. Other facts are also noted: intelligence and motivation, modality preference, and preparation to learn. Three paper-and-pencil activities are included to aid the teacher in assessing the Piagetian tasks of displacement of volume and reversibility. (MNS)

ED 300 251 SE 050 087

Focus on the Future: A National Action Plan for Career-Long Education for Engineers.
National Academy of Engineering, Washington, D.C.
PUB DATE- 88
NOTE- 84p.; Colored pages may not reproduce well.
AVAILABLE FROM- NAE Program Office, National Academy of Engineering, 2101 Constitution Avenue, NW, Washington, DC 20418 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Education; *Engineering Education; *Engineers; Government Role; Higher Education; Inservice Education; *Lifelong Learning; *Postsecondary Education; *Professional Associations; *Professional Continuing Education; Professional Development; Professional Occupations; Refresher Courses

This report had its origins in a request by the Council of the National Academy of Engineering to its Education Advisory Board (EAB) to consider selected aspects of the fundamental structure of engineering education. There was professional agreement that probably the least effective and appreciated aspect of engineering education was that which occurred after initial, formal campus training, and that rapidly changing technology and global economic competition would call for even more effective efforts for career-long education in the future. Part 1 of the report establishes the rationale for strengthening career-long education for engineers. Part 2 suggests a national action plan for such career-long education by discussing the need for: (1) a national coalition; (2) a systems approach; (3) employer support for education objectives; (4) a broadening of the mission of educational institutions; (5) government action to foster career-long education; and (6) increased leadership from professional societies and other groups. In addition to a reference list of 25 citations, the document contains four appendices which address the "Return on Investment in Career-Long Education"; "Adult Learning and the Engineer"; "Characteristics of a Successful Education Program in a Large or Medium-Size Company"; and "Study Contributors." (PK)

ED 300 266 SE 050 112

Niskern, Diana, Comp.
Algae. LC Science Tracer Bullet.
Library of Congress, Washington, DC. Science and Technology Div.
REPORT NO.- TB-88-1
PUB DATE- Jan 88
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Books; *Botany; Citations (References); *College Science; Guides; Higher Education; Periodicals; *Reference Materials; Science Education; Secondary Education; *Secondary School Science; Textbooks
IDENTIFIERS- *Algae
The plants and plantlike organisms informally grouped together as algae show great diversity of form and size and occur in a wide variety of habitats. These extremely important photosynthesizers are also economically significant. For example, some species contaminate water supplies; others provide food for aquatic animals and for man; still others yield agar, diatomaceous earth, or fertilizer. This guide to the literature on algae is not intended to be a comprehensive bibliography, but is designed to provide the reader with a set of resources that can be used to focus on the topics. The document lists the subject headings used by the Library of Congress in cataloging information on algae. It also contains citations of materials categorized as: (1) introductions to the topic; (2) general surveys; (3) additional titles; (4) handbooks; (5) bibliographies; (6) reviews and conference proceedings; (7) government publications; (8) abstracting and indexing services; (9) journals; (10) representative journal articles; (11) technical reports; and (12) selected materials. (CW)

ED 300 311 SO 019 419

Social Studies Scope & Sequence Learner Outcomes: Grades K-8 .
Duluth Public Schools, Minn.
PUB DATE- 86
NOTE- 52p.; For related document, see SO 019 420.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Affective Objectives; *Behavioral Objectives; *Cognitive Objectives; *Course Objectives; Curriculum Guides; Elementary Education; Geography; Grade 7; Grade 8; *Skill Development; *Social Studies; United States History
IDENTIFIERS- *Minnesota (Duluth)

The goal of this K-8 social studies curriculum guide is to ensure instructional consistency at each grade level and sequential growth in content and process skills. Within the K-6 grade levels, the curriculum objectives are itemized under the discipline areas of geography, history, cultures/ethnicity, citizenship/government, economics, and sociology. The skill levels are identified and include: learning group discussion skills, building map and globe techniques, using of reference materials, developing critical thinking skills, understanding chronology (time), interpreting charts/graphs/diagrams, building vocabulary, strengthening study and research skills. In grade 7 physical and cultural geography are taught while grade 8 covers U.S. history to 1865. The skills for grade 7 and 8 are itemized separately under "Skills for Junior High", and include reading skills, study skills, library skills, intellectual skills, decision making skills, group interaction skills, and social and political participation skills. Nine cognitive objectives, five process objectives, and five affective objectives are presented in a checklist format. (DJC)

ED 300 363 SP 030 681

Zerr, Rita G.
The Status of the "Significant Other" in Teacher Education.
PUB DATE- 11 Nov 87
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Reports - Research/Technical (143)
DESCRIPTORS- *Cooperating Teachers; Degrees (Academic); Higher Education; Preservice Teacher Education; State Standards; *Student Teaching; *Supervisor Qualifications; *Supervisory Training; *Teaching Experience
This paper describes the preliminary findings of a national survey of state requirements for cooperating classroom teachers serving as supervisors of student teaching. It represents a 90 percent national response, with data from all but five states (i.e., Kansas, New Mexico, Rhode Island, Texas, and Utah). Reported information includes: (1) certification in teaching area; (2) supervision in student teaching course; (3) required number of years of experience; (4) required degree; (5) other requirements; and (6) change in State requirement(s) for cooperating teachers during the period 1982-87. In addition to the findings from the national survey, this paper discusses implications of the various responses and advances recommendations for the preparation of cooperating teachers. (Author)

ED 300 377 TM 012 128

District Data Report, Vol. VII 1987-88. Financial and Staff Analysis, City and District Demography, Achievement, Attainment, Attendance, Student Mobility, Suspension, Student Loss, Special Education, Alternate Programs.
Rochester City School District, N.Y.
PUB DATE- Dec 87
NOTE- 235p.; This report is designed to replace two previously released sections: "Preliminary Version: Achievement" (10-9-87) and "Preliminary Version: Attendance/Suspension" (10-29-87).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Annual Reports; *Attendance Patterns; Educational Attainment; Educational Finance; Elementary Secondary Education; *Enrollment Trends; Financial Policy; Graduation; Nontraditional Education; *School Demography; School District Spending; Special Education; *Statistical Data; Student Attrition; Student Mobility; Suspension
IDENTIFIERS- *Rochester City School District NY

This annual publication presents a core of relevant information about the Rochester (New York) City School District, including enrollment, achievement, and attendance data. It provides a forum for reporting and exploring items of interest to the district. Focus is on providing systematic and reliable information for school district assessment, strategic planning, and substantive improvement. Information is presented in 88 figures and tables, each accompanied by a descriptive legend. New or revised tables also are listed separately to indicate information added to the report because of suggestions in feedback from various interested groups. The document is not intended as a public relations tool or an indictment of district problems. In some cases, data are presented in comparison with previous years, but generalizations about the district are not drawn across tables. The data are grouped in the following sections: (1) financial analysis; (2) city and district demography; (3) achievement test scores and results; (4) attainment; (5) attendance; (6) student mobility; (7) suspension; (8) student loss; (9) special education; and (10) alternative programs. (SLD)

ED 300 406 TM 012 388

Suter, Larry
International Conference on Cross-National Education Indicators (Washington, D.C., November 3-6, 1987). Conference Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.; Organisation for Economic Cooperation and Development, Paris (France).
REPORT NO.- CS-88-434
PUB DATE- Aug 88
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Conference Papers; *Educational Assessment; Educational Change; *International Studies; Outcomes of Education; Statistical Analysis
IDENTIFIERS- Cross National Studies; *Educational Indicators; *Organisation for Economic Cooperation Development
The aim of the conference reported in this document was to agree on a small set of education indicators that the 22 participating countries could jointly pursue over the next 5 years. Participants discussed methodological problems involved in making cross-national comparisons of outcomes of education; summarized the statistical activities underway in their countries concerning the use of performance indicators; and described sources of statistical data on education outcomes, resources, and student context of education. Two papers presented at the conference are given in full: (1) "Remarks to the International Conference on Education Indicators" (Emerson J. Elliott); and (2) "U.S. Education Reform and International Data" (Chester E. Finn, Jr.), while a "Summary Report on Cross-National Education Indicators" (Secretariat of the Organisation of Economic Cooperation and Development) provides a day by day, session by session account of the conference, concluding with a description of the need for further discussions on specific subject areas in order to arrive at working definitions for a set of indicators. The conference agenda is provided, and the titles of papers presented and delegate names and addresses are listed. (TJH)

ED 300 503 UD 026 500

Tuck, Kathy D.; Shimbuli, Frieda N.
An Evaluation of the Truancy Prevention Plan.
District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.
PUB DATE- Jan 88
NOTE- 95p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ancillary School Services; *Attendance; *Attendance Patterns; Communications; Dropout Programs; Elementary Secondary Education; *Improvement Programs; Program Development; Program Effectiveness; *Program Evaluation; Pupil Personnel Services; Staff Development; Telephone Communications Systems; *Truancy; Urban Education
IDENTIFIERS- *District of Columbia Public Schools
On the average, 10 percent of District of Columbia Public School (DCPS) students--approximately 8,500 students--are absent from school each day. In order to combat truancy, which often leads to dropping out, DCPS developed the Truancy Prevention Plan, part of a Comprehensive Plan for School Attendance Improvement, which was implemented between school years 1985-86 through 1987-88. The Truancy Prevention Plan had the following operational components: (1) development and implementation of the local school plans; (2) installation and operation of the automatic dialing system for telephoning absent students' homes; (3) expansion and improvement of the attendance staff and monitoring procedure; and (4) establishment and operation of the student attendance service centers. Each of these components has been assessed in this evaluation. Many of the guidelines of the Truancy Prevention Plan were followed as recommended for all operational components of the plan. When implemented, these guidelines were responsible for the attendance improvements that occurred. Recommendations for improvement are offered. Tables and figures illustrate the data. Appendices comprising nearly half the document present additional data, and provide the evaluation instruments. A brief list of references is included. (BJV)

ED 300 191 RC 016 810

White, Karen; Baker, Barbara
Alaska Women: A Databook.
Alaska Univ., Anchorage. Inst. of Social and Economic Research.
SPONS. AGENCY- Alaska Women's Commission, Anchorage.
PUB DATE- Jun 84
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Alaska Natives; Birth Rate; *Census Figures; *Demography; Divorce; Employed Women; *Females; Heads of Households; Higher Education; Income; Labor Force; Marital Status; Occupations; Poverty; Profiles; Sex Differences; Unemployment; Womens Education
IDENTIFIERS- *Alaska
This data book uses survey and census information to record social and economic changes of the past three decades and their effects upon the role of Alaska women in society. Results show Alaska women comprise 47% of the state population, an increase of 9% since 1950. Marriage continues as the predominant living arrangement for Alaska women, although the periods of singlehood appear to be lengthening. Women marry earlier than men in Alaska, a fact that may account for women's delayed entry into higher education and the job market. Women in Alaska generally have children at a younger age than do women nationally. Alaska working women with college degrees earn only two-thirds of what working men with similar education earn. The financial contribution of working wives in Alaska results in a 30% increase in median family income. The proportion of women who head households in Alaska has doubled since 1960. Alaska women have higher educational attainment than their national counterparts. Since 1950, Alaska women have increased their labor force participation by 548%, a faster rate than for women nationally. Alaska families headed by single women have median incomes two and a half times smaller than married couple families. While the fertility rate is declining, Alaska Natives continue to have historically higher fertility rates than other racial groups in Alaska and the nation. Divorce has steadily increased for both men and women in Alaska. In 1980, Alaska women over age 65 had the highest incidence of poverty than any age group in either sex. 13 references. (TES)

ED 300 282 SO 018 823

Update: Newsletter of the Outreach Services of the African, Asian, Latin American, and Russian Centers, No. 39, December, 1987.
Illinois Univ., Urbana.
PUB DATE- Dec 87
NOTE- 18p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Foreign Countries; Population Distribution; *Population Growth; *Population Trends; Rural to Urban Migration; Urbanization; *Urban Population; Urban Problems
IDENTIFIERS- Africa (Sub Sahara); China; Japan; Latin America; USSR

Four papers in this issue focus on population and urban growth in: (1) sub-Saharan Africa; (2) Latin America; (3) the Soviet Union; and (4) Japan and China. While each region has unique population features, similarities exist based on northern or southern hemisphere geographic locations and on a communist or non-communist political orientation. Mallafe Dame reports on sub-Saharan Africa's high fertility rates, concern for food production, and 800 ethnic groups that speak 1500 languages. In "Population Growth and Urbanization in Latin America" Veronica Kann states that unchecked growth in cities has led to economic and ecological stresses involving inadequate employment, drinking water, and housing. Roberta Gumport describes how Chinese and Japanese cities' development differed from the manner in which European cities grew and recent efforts to control and overcome urban problems. Elizabeth Talbot in "Demographics and Urbanization: The Soviet Union," compares population trends in different regions of the USSR and the relationship of industrial development to urban population growth. References are provided. (JHP)

ED 300 346 SP 030 537

Campbell, Charles R.
Assessing the Impact of Major Intercollegiate Sports Programs on Arizona State University at Tempe, and Developing a Solution Strategy. Societal Factors Affecting Education.
PUB DATE- Feb 87
NOTE- 44p.; Ed.D. Practicum Paper, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academic Standards; *College Athletics; Higher Education; Institutional Characteristics; Institutional Evaluation *Institutional Mission; *Intercollegiate Cooperation; School Policy; *Social Values; Team Sports
IDENTIFIERS- *Arizona State University Tempe
This practicum evaluated the impact which Arizona State University (ASU) at Tempe's sports operation had on the university's ability to carry out its mission of education and research. Information was collected from library research on sports operations and educational institutions in general, and on the sports program at ASU. Personal interviews were conducted with the principal administrators of the university. This material was presented in the context of six situation audits highlighting the university's internal strengths and weaknesses as well as its external opportunities and threats. General findings from this analysis were: (1) there was an overemphasis on money and winning; (2) academically unqualified students were enrolled at the university; and (3) the university was not doing all that could be done to make sure that sports did not conflict with its mission. Recommendations are presented in the form of guidelines for action emphasizing the maintenance of a sports environment which recognizes and supports the concept of academic excellence. (Author/JD)

ED 300 434 TM 012 468

Kiley, Margaret A.
Teachers' and Administrators' Views of Evaluation--Differing Perspectives.
PUB DATE- 88
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Classroom Observation Techniques; Evaluation Criteria; Evaluation Methods; *Evaluation Utilization; Personnel Evaluation; *Principals; Questionnaires; Secondary Education; *Secondary School Teachers; *Teacher Attitudes; Teacher Evaluation
IDENTIFIERS- Maryland
To determine the views of evaluation held by educators in Maryland 115 secondary teachers and 21 administrators in 6 Maryland school districts responded to a 26-item research-designed questionnaire. The questionnaire assessed the primary purposes of evaluation, the procedures used in the subjects' school systems, and the perceived strengths and weaknesses of the systems. Both teachers and administrators agreed that the primary goal of evaluation was improvement in the teacher's classroom performance. Chi-square analysis of the results showed significant differences between principals and teachers when evaluation was used for contract renewal or termination. There were statistically significant correlations between the number of years of teaching and willingness to participate in pre- and postobservation conferences. The worst aspects of evaluation seen by teachers were: (1) principal bias; (2) inconsistency; (3) subjectivity; and (4) focus on trivial issues. Principals wanted more time for observations. The best features of the evaluation systems were a non-threatening attitude of the principal and the use of pre- and postobservation conferences. A demographic summary of teachers and administrators, and correlations between study sample's years of experience/gender and survey questions are appended. (Author/SLD)

ED 300 448 TM 012 497

Spirer, Herbert F.
Human Rights and the Statistician.
PUB DATE- 28 Jul 88
NOTE- 14p.; Paper presented at the Joint Statistical Meetings (New Orleans, LA, August 24, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Civil Liberties; Information Utilization; Politics; Research Problems; *Statistical Analysis
IDENTIFIERS- Reporting of Human Rights Violations; *Statisticians
Statisticians can help to improve human rights reporting. The statistician's approach to measurement, summary, and interpretation is needed to understand and help reduce human rights violations. Statistical problems in the measurement and analysis of human rights violations include: lack of agreement on the definition; great difficulties in collecting basic data; lack of knowledge of the subject among statisticians; lack of knowledge of statistics among other human rights practitioners; and the need for appropriate methodology. The statistical problems are analogous to other measurement problems, and can be similarly resolved, but a continuing need for interdisciplinary teams is seen. (Author)

ED 300 476 UD 026 449

Still Far from the Dream: Recent Developments in Black Income, Employment, and Poverty.
Center on Budget and Policy Priorities, Washington, DC.
PUB DATE- Oct 88
NOTE- 66p.
AVAILABLE FROM- Center on Budget and Policy Priorities, 236 Massachusetts Ave., N.E., Suite 305, Washington, DC 20002 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Black Employment; Black Family; Black Mothers; Blacks; Black Youth; Differences; *Economically Disadvantaged; Economic Factors; Family Income; Federal Programs; *Government Role; One Parent Family; *Poverty; *Racial Differences; Regional Characteristics; *Statistical Data; Unemployment; Welfare Services; Whites
IDENTIFIERS- Feminization of Poverty; Reagan Administration

This document presents statistics on black income, employment, and poverty in 1987. The black poverty rate rose significantly in 1987, from 31.1 percent to 33.1 percent; the white poverty rate fell from 11 percent to 10.5 percent. The poverty rate for black children under age 18 reached 45.6 percent; for those under age six the poverty rate reached 49 percent. Black female-headed families are four times more likely to be poor as black married-couple families. Increases in poverty have been especially sharp among young families, among those without a college education, and among blacks in the Midwest. The black poverty rate has been higher under the Reagan Administration than under its predecessors. Not only have black poverty rates risen, but those black households that are poor have fallen deeper into poverty. The median income of the black family was stagnant in 1987, while that of the white family rose. Income disparities between black and white families have grown since the late 1970s in all regions of the country except the West, but most acutely in the Midwest. In 1987 the gap between upper and lower income families in the nation reached its widest point in 40 years; this is true also within the black community. While black unemployment has declined markedly during the current economic recovery, it has fallen less than has white unemployment, and the gap between black and white unemployment rates has widened. The federal budget reductions in programs for people with low incomes disproportionately affected blacks, and are probably linked to the increases in black poverty, especially among families with children. Tables and figures illustrate the data. An appendix reviews the declining impact of government benefit programs in removing black families from poverty. (BJV)

ED 300 490 UD 026 475

Downs, Anthony
America's Educational Failures: How Will They Affect Real Estate?
Brookings Institution, Washington, D.C.
SPONS. AGENCY- Salomon Brothers, New York, NY.
PUB DATE- May 88
NOTE- 12p.
AVAILABLE FROM- Salomon Brothers, One New York Plaza, New York, NY 10004.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Role; *Economic Development; *Educational Finance; Educational Improvement; Educational Quality; Elementary Secondary Education; *Labor Force Development; Labor Needs; Outcomes of Education; Property Taxes; *School Business Relationship; School Community Relationship; *School Effectiveness; School Taxes; Urban Problems; Urban Schools
IDENTIFIERS- *Property Values; *Urban Development
Owners of all types of real properties, especially owners and occupants of big city downtown properties, have a high investment in the educational quality of the local labor force, and should encourage improvement even if it results in increased property taxes. Every real estate investment is "locked in" to the specific geographic location of the property. The long-term prosperity, and market value, of every property depends on the long-run economic viability of the general area in which it is located. A key ingredient in the area's long-run viability is the quality of the labor force available to firms located there. If the quality of the area's labor force is low, the area's overall ability to attract new firms and retain existing ones will deteriorate. The change will weaken the demand for whatever real property is located there. Moreover, the importance of the quality of the labor force as a locational factor is increasing because of rising demand for high technology worker skills. The deterioration of educational quality is especially debilitating in large cities. Property owners should take an active role in ensuring that local schools use resources effectively to improve educational performance. (FMW)

ED 300 329 SO 019 484

William Few: Soldier-Statesmen of the Constitution. A Bicentennial Series, No. 11.
Army Center of Military History, Washington, D.C.
REPORT NO.- CMH-Pub-71-11
PUB DATE- 87
NOTE- 9p.; For other documents in this series, see SO 019 474-496.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Collected Works - Serials (022)
DESCRIPTORS- Biographies; *Colonial History (United States); Legislators; *Military Service; *Public Service; *Revolutionary Wa (United States)
IDENTIFIERS- Bicentennial; *Few (William); Georgia; *Signers of the United States Constitution; United States Constitution

Exhibiting the characteristic of self-reliance vital for survival on the American frontier, William Few, a self-educated man and lawyer, had natural abilities that included leadership and organization, and these abilities led him into a long political career. This booklet on Few is one in a series on Revolutionary War soldiers who later signed the United States Constitution. The booklet reviews his education and early military experience, his military service during the War, and his public service to Georgia as Constitutional Convention delegate, as a representative to the Continental Congress, and as a U.S. Senator. Personal data about Few and a bibliographic essay of further readings are also included. (DJC)

ED 300 463 TM 012 519

Melancon, Janet G.; Thompson, Bruce
Latent Trait Measurement Calibrations for the Finding Embedded Figures Test.
PUB DATE- 15 Oct 88
NOTE- 50p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 8-11, 1988).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Field Dependence Independence; Higher Education; *Latent Trait Theory; *Multiple Choice Tests; Psychometrics; Test Validity
IDENTIFIERS- *Calibration; *Embedded Figures Test; Group Embedded Figures Test
This study applied one-parameter latent trait measurement theory to investigate the measurement characteristics of both forms of a multiple-choice measure of field-independence--the Finding Embedded Figures Test (FEFT). The FEFT has a multiple-choice format that may facilitate administration and scoring in comparison with use of supply-format tests such as the Group Embedded Figures Test (GEFT). Analysis was based on data provided by 302 students enrolled in mathematics courses at a university in the southern United States. Subjects were randomly assigned to one of four conditions: (1) GEFT and Form A FEFT (n=70); (2) GEFT and Form B FEFT (n=77); (3) Form A FEFT completion followed by Form B (n=76); and (4) Form B FEFT completion followed by Form A (n=79). Results suggest that the FEFT forms provide data with reasonable psychometric integrity. In addition to presenting results associated with the FEFT forms, the paper also provides a model for presenting and interpreting Rasch latent trait results. A 52-item reference list is provided. Seven data tables and 15 figures conclude the document. (TJH)

ED 300 205 SE 049 700

University/Industry Alliances. Hearing before the Subcommittee on Science, Research and Technology of the Committee on Science, Space, and Technology, U.S. House of Representatives. One Hundredt Congress, Second Session, St. Louis, Missouri February 8, 1988.
Congress of the U.S., Washington, DC. House Committee on Science, Space and Technology.
PUB DATE- 88
NOTE- 218p.; Contains several pages of small print which may not reproduce well.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *College Science; Cooperation; Cooperative Planning; Federal Government; *Government School Relationship; Hearings; Higher Education; Industry; *Policy Formation; *Research Needs; *Research Universities; Science Education; Technology
IDENTIFIERS- Congress 100th

This document contains the transcript and prepared statements submitted for a Congressional hearing at the University of Missouri-St. Louis. Introductory statements by the committee chairman, Representative Doug Walgren, Representative Jack Buechner of Missouri, and Dr. Marguerite R. Barnett, Chancellor of the University of Missouri (St. Louis), are included along with the testimony of 14 witnesses. Appendices include models for simplified and standardized agreements for university-industry research from the Goverment-University-Industry-Roundtable and other material submitted for the record entitled "National Research and Development Policies for 1988 and Beyond: The CORETECH Agenda." The material: (1) examines the status of federal policies as they relate to private research and development, basic research, scientific and engineering manpower, and commercialization; and (2) summarizes the findings of the Council on Research and Technology (CORETECH) and its recommendations for federal support of scientific research and development. (CW)

ED 300 219 SE 049 714

Preuss, Karl-Heinz, Ed.; Simen, Rolf H., Ed.
The Federal Republic of Germany: A Land of Top-Ranking Research.
Inter Nationes, Bonn (West Germany).
PUB DATE- 86
NOTE- 117p.; For related documents, see SE 049 715-717. Translation by Brangwyn Jones.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Biological Sciences; Chemistry; Earth Science; *Foreign Countries; Physics; Program Content; *Program Descriptions; Research; *Research and Development; *Research Projects; *Science Programs; *Scientific Research
IDENTIFIERS- *West Germany
Research and technology in the Federal Republic of Germany enjoy international distinction in many fields; indeed, German achievements in highly important areas have set new standards and influenced research and development world wide. This applies in equal measure to the natural sciences, the humanities and, in particular, to the applied engineering and biotechnical sciences. The carefully selected and representative examples given in this publication provide an overview of outstanding achievements by German Researchers and research institutions. Thirty-one research projects are highlighted in this book, dealing with: (1) such equipment and technologies as the synchrotron, nuclear fusion, transportation (railways), and mining; and (2) such topics and disciplines as biomagnetism, subatomic physics, radio astronomy, the earth's upper crust, ancient carthage, human though processes, synergetics, and a computer model for world politics. In each synopsis, a brief history and a discussion of the purposes and achievements of the project are included. (CW)

ED 300 236 SE 049 751

Riquarts, Kurt, Ed.

Science Education. Science and Technology Education and the Quality of Life, Volume 1. Papers Submitted to the International Symposium on World Trends in Science and Technology Education (4th, Kiel, West Germany, August 4-12, 1987).

Kiel Univ. (West Germany). Institut fuer die Paedagogik der Naturwissenschaften.
REPORT NO.- ISBN-3-89088-018-5
PUB DATE- 87
NOTE- 380p.; For volume 2, see SE 049 752, volume 3, see SE 049 753. Contains small print which may not reproduce well.
AVAILABLE FROM- Institute for Science Education (IPN), D-2300 Kiel 1, Olshausenstrasse 62, Federal Republic of Germany.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; Citizenship Education; College Science; *Conferences; Elementary School Science; Elementary Secondary Education; Higher Education; *Science and Society; Science Curriculum; *Science Education; *Science Instruction; Science Teachers; Secondary School Science; Technological Literacy; *Technology
IDENTIFIERS- *International Organization Science and Tech Educ; Science Indicators

This is the first of a three-volume set containing papers related to the theme of science education. In this volume, science and technology education was discussed as related to the quality of life with respect to: (1) the impact on everyday life situations; (2) decisions a responsible citizen has to make when dealing with controversial societal issues; and (3) the impact on future careers and the future products of scientific and technological research on careers. The symposium consisted of three working groups dealing with these areas from the point of view of science education; technology education; and science, technology and society (STS). (ML)

ED 300 267 SE 050 113

Havas, George D., Comp.
Tribology. LC Science Tracer Bullet.
Library of Congress, Washington, DC. Science and Technology Div.
REPORT NO.- TB-87-10
PUB DATE- Dec 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Chemistry; *College Science; *Engineering; Guides; Higher Education; Machine Tools; Physics; *Reference Materials; *Resource Materials; Science Education
IDENTIFIERS- *Library of Congress; *Tribology
Tribology is the science and technology of interacting surfaces in relative motion. It incorporates a number of scientific fields, including friction, wear, lubrication, materials science, and various branches of surface physics and surface chemistry. Tribology forms a vital part of engineering science. The interacting surfaces may be on machinery or engine parts, moving joints, bearings, on tools and on machines and the parts on which they work. This guide lists information resources on tribology which are available in the collections of the Library of Congress. This is not intended to be a comprehensive bibliography. The information references are classified as introductions, texts, handbooks, proceedings, abstracts, journals, articles, reports, bibliographies, and materials. About 60 items are listed. (Author/YP)

ED 300 296 SO 019 392

Social Studies Graded Course of Study. Revised .
Stark County Dept. of Education, Louisville, Ohio.
PUB DATE- 88
NOTE- 564p.; For earlier version, see ED 288 781.

LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Citizenship Education; *Concept Formation; Concept Teaching; *Course Content; Curriculum Development; Curriculum Guides; Economics; Elementary Secondary Education; Geography; Non Western Civilization; Social Psychology; *Social Studies; Sociology; State History; United States Government (Course); United States History; Western Civilization
IDENTIFIERS- *Ohio

This revised Stark County (Ohio) curriculum guide provides a basic framework for a sequential grades K-12 social studies program. The guide contains the program's philosophy and goals, information about student evaluation, and position statements on social studies, citizenship education, and conceptual learning. The section on elementary education provides scope and sequence information for: (1) history, cultures, and civics; (2) geography; and (3) citizenship, along with specific subject and skill development outlines for each grade from K through 6. The scope and sequence of the k-8 "Ohio Model Economic Curriculum" is also included. A secondary education section offers an integrated social studies course content outline for teaching about Ohio and provides program and student objectives and content outlines for courses in geography, U.S. history, Western civilization, Eastern civilization, social psychology, sociology, and economics. Appendices include the Ohio state social studies requirements and a social studies skills matrix. Specific changes from the earlier edition are listed in the introduction. (JHP)

ED 300 312 SO 019 420

Social Studies Scope & Sequence Learner Outcomes: Grades 9-12 .
Duluth Public Schools, Minn.
PUB DATE- 86
NOTE- 57p.; For related documents, see SO 019 419.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Affective Objectives; Behavioral Objectives; *Civics; Cognitive Objectives; *Course Objectives; Curriculum Guides; *Economics Education; Grade 9; Grade 10; Grade 11; Grade 12; High Schools; *Skill Development; Social Studies; *United States Government (Course); *United States History
IDENTIFIERS- *Minnesota (Duluth)

This curriculum guide covers the objectives for grades 9-12 social studies classes in civics (grade 9), U.S. history after 1865 (grade 11), and government and economics (grade 12). The skill levels to be obtained are itemized under "Skills for High School," and include reading skills, study skills, reference and information search skills, intellectual skills, decision making skills, group interaction skills, social and political participation skills. Nine cognitive objectives, seven process objectives, and seven affective objectives are presented in a checklist format. (DJC)

ED 300 364 SP 030 682

Thomas, Jerry R.; And Others
Physical Education for Children. Concepts into Practice.
REPORT NO.- ISBN-0-87322-175-3
PUB DATE- Oct 88
NOTE- 237p.; For related document, see SP 030 683.
AVAILABLE FROM- Human Kinetics Books, Box 5076, Champaign, IL 61820 ($24.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adapted Physical Education; *Child Development; Classroom Observation Techniques; Cognitive Style; Elementary Education; Facility Planning; Health Education; *Motor Development; *Physical Education; *Program Development; *Teaching Methods
This book provides the motor development knowledge base and program planning procedures for developing the elementary physical education program. Part one is an overview of the motor development knowledge base and includes chapters on growth, how exercise affects children, motor skill development, how children learn motor skills, and psychosocial factors and children's movement. Part two describes developing an elementary physical education program using the information presented in part one. Part three presents ideas teachers can use to be more effective, including effective observation of children and teaching, a plan for developing facilities and equipment, and ways to evaluate a child's performance in physical education. References and a health education unit are appended. (JD)

ED 300 392 TM 012 326

Perkins, Kyle; Duncan, Ann
A Behavioral Anchoring Analysis of the "Iowa Tests of Basic Skills" Vocabulary and Reading Comprehension Tests.
PUB DATE- 86
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Elementary School Students; *Grade 6; Intermediate Grades; Item Analysis; Reading Comprehension; *Reading Tests; *Standardized Tests; *Test Validity; *Vocabulary Skills
IDENTIFIERS- *Anchor Tests; Behavioral Anchoring; *Iowa Tests of Basic Skills; Rasch Model
This paper reports the results of a behavioral anchoring analysis of the Iowa Tests of Basic Skills (Form G, Level 12) vocabulary (41 items) and reading comprehension (56 items) tests. Subjects were 82 sixth-grade students enrolled at the Carterville (Illinois) Grade School. More specifically, a curriculum-referenced interpretation of the ability levels is provided via definition of the characteristics of vocabulary items' stem words and, for the reading comprehension test, via definition of reading tasks and material that most students at different ability levels process successfully. The Rasch model was adopted for the analysis. For each test, anchor points on a continuum of ability levels were selected for analysis. Vocabulary items that discriminated between anchor points were batched and analyzed in terms of the stem words' frequency, distribution, abstractness, and part of speech. Reading comprehension items that discriminated between anchor points were batched and analyzed in terms of their relation to the structure of the text and the reader's prior knowledge. Results indicate a paucity of items that proved to be good discriminators. Reading should not be viewed as a listing of discrete subskills that must be independently measured. A table and four figures conclude the document. (TJH)

ED 300 407 TM 012 389

McLean, Gary N.
Construction and Analysis of Organization Climate Surveys. Training and Development Research Center Project No. 26.
Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.
PUB DATE- Jun 88
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Employee Attitudes; Occupational Surveys; *Organizational Climate; *Surveys; *Test Construction; Test Interpretation
Climate surveys are an important diagnostic tool in organization development. The purposes of this paper are to: (1) present the advantages and disadvantages of using a survey as a diagnostic tool, as compared to interviewing, observation, and the use of secondary (preexisting and non-intrusive) information; (2) argue for customized climate surveys rather than standardized ones; (3) provide a rationale for the format to be used in constructing a climate survey; (4) provide an extensive set of questions from which individuals can construct a climate survey; and (5) suggest options for analyzing climate surveys and presenting the results. A sample climate survey for employees is provided, which assesses the corporate and department management's leadership, effectiveness and fairness of the immediate supervisor, interpersonal and interdepartmental relationships, productivity and accountability, communications, employee career development, training and development provisions, job satisfaction, organizational mission and goals, working conditions, employee compensation, and training options desired by employees within their respective companies. (TJH)

ED 300 252 SE 050 088

Steen, Lynn Arthur, Ed.
Calculus for a New Century: A Pump, Not a Filter. Papers Presented at a Colloquium (Washington, D.C., October 28-29, 1987). MAA Notes Number 8.
Mathematical Association of America, Washington, D.C.
REPORT NO.- ISBN-0-88385-058-3
PUB DATE- 88
NOTE- 267p.
AVAILABLE FROM- Mathematical Association of America, 1529 18th Street, NW, Washington, DC 20007 ($12.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTORS- *Calculus; Change Strategies; College Curriculum; *College Mathematics; Curriculum Development; *Educational Change; Educational Trends; Higher Education; Mathematics Curriculum; *Mathematics Instruction; Mathematics Tests

This document, intended as a resource for calculus reform, contains 75 separate contributions, comprising a very diverse set of opinions about the shape of calculus for a new century. The authors agree on the forces that are reshaping calculus, but disagree on how to respond to these forces. They agree that the current course is not satisfactory, yet disagree about new content emphases. They agree that the neglect of teaching must be repaired, but do not agree on the most promising avenues for improvement. The document contains: (1) a record of presentations prepared for a colloquium; (2) a collage of reactions to the colloquium by a variety of individuals representing diverse calculus constituencies; (3) summaries of 16 discussion groups that elaborate on particular themes of importance to reform efforts; (4) a series of background papers providing context for the calculus colloquium; (5) a selection of final examinations from Calculus I, II, and III from universities, colleges, and two-year colleges around the country; (6) a collection of reprints of documents related to calculus; and (7) a list of colloquium participants. (PK)

ED 300 283 SO 019 188

Secondary Art: Arkansas Public School Course Content Guide.
Arkansas State Dept. of Education, Little Rock.
PUB DATE- 87
NOTE- 20p.; Portions contain faint/broken print. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art; Art Activities; Art Appreciation; Art Education; *Course Content; *Course Descriptions; *Course Objectives; Critical Thinking; *Curriculum Development; Middle Schools; Secondary Education; *Secondary School Curriculum; State Curriculum Guides; State Standards
IDENTIFIERS- *Arkansas

Designed as a framework upon which secondary school curriculum can be developed, this Arkansas state curriculum guide provides specific guidelines for middle school/junior high school art programs and for a basic high school art course. Specific student learning objectives are presented in three instructional tracks that include: (1) basic skills that all students must master; (2) developmental skills that are taught to but not necessarily mastered by all students; and (3) extension skills that stress higher order thinking, processing, and problem solving. Suggested course content for the middle school/junior high school curriculum includes elements and principles of design, two-dimensional art, three-dimensional art, art appreciation, audiovisual media, crafts, and art careers. The basic high school art course emphasizes the areas of vocabulary, design and composition, art history, drawing, painting, three-dimensional art, crafts, printmaking, graphic design, creative thinking, critical analysis, art careers, and audiovisual media. (JHP)

ED 300 347 SP 030 538

Campbell, Charles R.
An Examination of the Provision of Student Health Services by Publicly Funded Universities, To Assess the consistency of These Activities with the Societal Role of the Publicy Funded University in the 1980s.
PUB DATE- Aug 87
NOTE- 50p.; Ed.D. Practicum Paper, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Comparative Analysis; *Cost Effectiveness; *Delivery Systems; Higher Education; *Institutional Characteristics; Program Development; *School Health Services
IDENTIFIERS- *Arizona State University Tempe
This study assessed the consistency of student health care service at Arizona State University (ASU) at Tempe to see if they were congruent with societal trends for institutions. A comparison of the health care center as it was in 1960 and in 1985 was made, and a literature review investigated how ASU parallels the general trend for health care in other schools of higher education. A questionnaire was submitted to random groups of students, alumni, faculty, health service personnel, and state legislators regarding the legitimacy, desirability, and cost-effectiveness of ASU's health care services. Recommendations for change were also sought. Findings indicated that ASU had greatly increased its health care services over the years and this was in line with the trend for such institutions. Most respondents felt relatively supportive of the health care service delivery system, though state legislators had some reservations about service delivery in the area of sexuality and about the cost-effectiveness of services. It was recommended that this research should be expanded by studying other areas of the health care service delivery system such as medical technologies. The questionnaire is appended. (Author/JD)

ED 300 378 TM 012 132

A Statistical Portrait of the Multicultural/Multiethnic Student Population in Portland Public Schools. 1986-87.
Portland Public Schools, OR. Management Information Services.; Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE- Nov 87
NOTE- 110p.; For the 1986 report, see ED 276 797.
AVAILABLE FROM- Research and Evaluation Department and Management Information Services, Portland Public Schools, 501 North Dixon, Portland, OR 97227.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; American Indians; Asian Americans; Black Students; Curriculum Evaluation; Educational Policy; *Elementary School Students; Elementary Secondary Education; *Ethnic Groups; Hispanic Americans; *Multicultural Education; School Districts; *Secondary School Students; *Statistical Data; *Student Evaluation; White Students
IDENTIFIERS- *Portland School District OR

This second annual consolidated report of key statistics covers the status of culturally diverse children in the Portland (Oregon) School District during the 1986-87 school year. The district enrollment by ethnic group as of October 1, 1986, included 37,907 White, 7,913 Black, 3,881 Asian, 1,111 Hispanic, and 1,068 American Indian students, with a total enrollment of 51,880 students. The statistical data fall into the categories of student performance, access to programs, curriculum, staffing, and policy/advisory group representation. Student achievement data cover test scores, school grades, absences, high school dropout rates, and suspension rates. Program access data cover programs for talented and gifted students, high school magnet programs, special education programs, programs for English as a second language and bilingual programs, Chapter 1 programs, and Project SEED (Special Elementary Education for Disadvantaged Students). Multicultural curriculum topics addressed include efforts at expansion, the core curriculum, and specific groups served. The cultural diversity of teaching personnel is examined, and ethnic group participation in formulation of district policies is assessed. Thirty-five tables provide the statistical data. (TJH)

ED 300 421 TM 012 421

Baenen, Nancy R.; Hopkins, Patricia
New Directions: Alternatives to Retention, 1987-88.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-87.52
PUB DATE- Jul 88
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Failure; Elementary Secondary Education; Grade 1; Grade 2; Grade 8; *Grade Repetition; Hispanic Americans; Language Arts; *Low Achievement; Mathematics Instruction; Primary Education; Program Evaluation; *Remedial Programs; *School Holding Power; Student Placement; *Student Promotion; *Transitional Programs
IDENTIFIERS- *Austin Independent School District TX; Iowa Tests of Basic Skills
The Austin (Texas) Independent School District's (AISD) programs that were developed as alternatives to retention in grade for low-achieving students were studied. The AISD had 19 elementary transition classes (all-day classes, language arts, and language arts/mathematics) in 17 schools for 282 first and second graders in 1987-88. The Transitional Academic Program (TAP) was evaluated and compared with an Academic Incentive Program (AIP). The TAP is designed for retainees and potential retainees at the secondary level (primarily eighth graders) and allows them to enroll in ninth grade work while repeating eighth grade courses that they had failed. The TAP has served 494 students since its beginning in fall, 1986. Data were collected primarily by analysis of achievement gains on the Iowa Tests of Basic Skills; surveys of elementary school principals, seven TAP administrators, and 100 TAP students were also conducted. Grade point averages (GPAs), percentages of students passing all coursework, dropout rates, and the number of classes failed for TAP students compared unfavorably with those repeating the full year. Low achievers who took part in the transitional first grade and who were then placed in grade 2 showed the best overall achievement. Dropout rates were lower and GPAs were higher for AIP students than for TAP students. Transition classes were beneficial at grades 1 and 2, but secondary transitional students did not fare well (perhaps since TAP students change schools often). Twenty-eight graphs and data tables are included. (SLD)

ED 300 449 TM 012 498

Green, Donald Ross; And Others
Experiences in the Application of Item Response Theory in Test Construction.
PUB DATE- Apr 88
NOTE- 25p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 6-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Tests; Computer Assisted Testing; Difficulty Level; Elementary Secondary Education; Error of Measurement; *Latent Trait Theory; Models; Test Bias; *Test Construction
IDENTIFIERS- *Three Parameter Model
Potential benefits of using item response theory in test construction are evaluated, based on the experience and evidence accumulated during 9 years of using a three-parameter model in the construction of major achievement batteries. Specific benefits covered include obtaining sample-free item calibrations and item-free person measurement, automatically equating various subsets of a pool of calibrated items, decreasing standard errors of scores without increasing the number of items used, assessing item bias independently of item difficulty, determining the adequacy of the tryout pool of items, establishing computer-generated ideal tests drawn from item pools as targets for test developers, and controlling the standard error of the test selected at any desired set of score levels. The matter of test dimensionality is also addressed. Although the three-parameter model appears to be very powerful, users must be cautious in its application due to the fact that the assumptions of the model are rarely fully met. Six graphs conclude the document. (TJH)

ED 300 450 TM 012 499

Green, Donald Ross

ED 300 504 UD 026 501

Katz, Phyllis A., Ed.; Taylor, Dalmas A., Ed.
Eliminating Racism: Profiles in Controversy.
REPORT NO.- ISBN-0-306-42631-5
PUB DATE- 88
NOTE- 380p.; Published under the auspices of the Society for the Psychological Study of Social Issues.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Affirmative Action; American Indians; Blacks; Busing; Cultural Pluralism; Definitions; Ethnic Stereotypes; *Group Dynamics; Hispanic Americans; Japanese Americans; Mexican Americans; *Minority Groups; Public Policy; *Racial Attitudes; *Racial Bias; *Racial Discrimination; Racial Integration; Racial Relations; School Desegregation; Sex Bias; Social Science Research; United States History; Whites

Dialogue and research on racism since the mid-1970s have yielded increased controversy over the theories, foundation, and continued existence of racism. The chapters presented in this book provide various divergent views of what constitutes racism and frameworks for reducing it. The following chapters (and their authors) are included: (1) "Introduction" (Phyllis A. Katz and Dalmas A. Taylor); (2) "Integration and Pluralism" (Thomas F. Pettigrew); (3) "The Future of Pluralism Revisited" (Harry C. Triandis); (4) "Symbolic Racism" (David O. Sears); (5) "Group Conflict, Prejudice, and the Paradox of Contemporary Racial Attitudes" (Lawrence Bobo); (6) "Racism in Black and White: A Bicultural Model of Reaction and Evolution" (James M. Jones); (7) "Racism toward Hispanics: The Culturally Monolithic Society" (Albert Ramirez); (8) "Seeking Convergence in Race Relations Research: Japanese-Americans and the Resurgence of the Internment" (Don T. Nakanishi); (9) "Stereotypical Images, American Indians, and Prejudice" (Joseph E. Trimble); (10) "Racism and Sexism: Comparisons and Conflicts" (Pamela Trotman Reid); (11) "School Desegregation: The Social Science Role" (Harold B. Gerard); (12) The 1954 Social Science Statement and School Desegregation: A Reply to Gerard" (Stuart W. Cook); (13) "School Busing: A Time for Change" (David J. Armor); (14) "The Contribution of School Desegregation to Academic Achievement and Racial Integration" (Willis D. Hawley and Mark A. Smylie); (15) "Desegregation, Jigsaw, and the Mexican-American Experience" (Elliot Aronson and Alex Gonzalez); (16) "Contact and Cooperation: When Do They Work?" (Marilynn B. Brewer and Norman Miller); (17) "The Future of Preferential Affirmative Action" (Nathan Glazer); (18) "Affirmative Action and the Legacy of Racial Injustice" (Ira Glasser); and (19) "Conclusion" (Dalmas A. Taylor and Phyllis A. Katz). Each chapter provides a list of references. The book is indexed by author and subject. (BJV)

ED 300 517 UD 026 523

Claus, Richard N.; Quimper, Barry E.
Saginaw Adult Basic Education Product Evaluation, 1987-88.
Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE- Oct 88
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Basic Education; Adult Education; *Adult Programs; Adults; Basic Skills; *Bilingual Education Programs; *Daily Living Skills; English (Second Language); High School Equivalency Programs; Institutionalized Persons; Minority Groups; Primary Education; Program Evaluation; *Remedial Programs; *Urban Programs
IDENTIFIERS- English as a Second Dialect; *Michigan (Saginaw)
The Adult Basic Education (ABE) program of the Saginaw (Michigan) Public Schools achieved 8 of its 11 objectives for 1987-88. The program is designed for adults who have less than an eighth grade education, and provides basic and remedial instruction in mathematics and communication skills, as well as Michigan Life Role Competencies (MLRC), English as a Second Language (ESL), Adult Bilingual and Pre-General Educational Development (Pre-GED). Statistical data were collected from the "Adult Basic Education Information Sheet." Data were analyzed for each of the following categories of objectives listed in the 1987-88 program proposal: (1) enrollment; (2) dropout prevention; (3) recruitment; (4) achievement; and (5) cooperative arrangements. Findings include the following: (1) incarcerated participants were the only group to meet achievement goals; (2) the overall student achievement goal was not met; (3) when considered as a whole, the program evidenced a loss in student achievement when compared to the previous year. The results of this product evaluation were combined with a separately conducted process evaluation to form recommendations for improvement. Statistical data are included on seven tables. The appendices include the following: (1) a list of the Adult Basic Education Centers, 1987-88; (2) Number and Percent of 1987-88 ABE Participants by Racial/Ethnic, Age, and Sex Categories; (3) Saginaw Adult Basic Education Objective Reporting Form; and (4) Attainment Status of the 1987-88 ABE Objectives. (FMW)

ED 300 330 SO 019 485

Abraham Baldwin: Soldier-Statesmen of the Constitution. A Bicentennial Series, No. 12.
Army Center of Military History, Washington, D.C.
REPORT NO.- CMH-Pub-71-12
PUB DATE- 87
NOTE- 9p.; For other documents in this series, see SO 019 474-496.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Collected Works - Serials (022)
DESCRIPTORS- Biographies; Colonial History (United States); Legislators; *Military Service; *Public Service; *Revolutionary War (United States); *State History
IDENTIFIERS- *Baldwin (Abraham); Bicentennial; Connecticut; Georgia; *Signers of the United States Constitution; United States Constitution

Although his father was an illiterate blacksmith, Abraham Baldwin demonstrated how academic achievement opened opportunities in colonial society, and he later became a fervent missionary of public education. This booklet on Baldwin is one in a series on Revolutionary War soldiers who signed the U.S. Constitution. The booklet reviews his education, his military service as a chaplain in the Continental army, and his public service to Georgia as a delegate to the Constitutional Convention, the Continental Congress, and the U.S. Congress. Personal data on Baldwin and a bibliographic essay of further readings are also included. (DJC)

ED 300 477 UD 026 451

Arnot, Madeleine, Ed.
Race and Gender: Equal Opportunities Policies in Education.
Open Univ., Milton Keynes (England).
REPORT NO.- ISBN-0-08-03264-9
PUB DATE- 85
NOTE- 150p.
AVAILABLE FROM- Pergamon Books, Inc., Maxwell House, Fairview Park, Elmsford, NY 10523 ($18.25, hardcover--ISBN-0-08-032675-7; $9.00, paperback--ISBN-0-08-03264-9).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Civil Rights Legislation; Cultural Pluralism; Educational Change; *Educational Legislation; *Educational Policy; Elementary Secondary Education; *Equal Education; Ethnic Groups; Females; Foreign Countries; Local Legislation; Males; Minority Groups; *Policy Formation; Public Policy; Racial Bias; *Racial Discrimination; Racial Segregation; School Desegregation; School Policy; Sex Bias; *Sex Discrimination; Urban Schools

IDENTIFIERS- Department of Education and Science (England); Girls into Science and Technology (England); Local Education Authorities (United Kingdom); Open University (Great Britain); Race Relations Act 1976 (Great Britain); Schools Council (England); *United Kingdom

This reader is one of four parts of the Open University (in the United Kingdom) Course E333, "Policy-making in Education." The ten articles included focus on the patterns of race and gender inequalities in British education, and the methods used by central and local government and educational institutions to address those inequalities. Articles were chosen to present the range and diversity of policies and approaches. The five articles (and their authors) on the topic, "Perspectives on Race and Educational Policy" are the following: (1) "Education and the Race Relations Act" (Andrew Dorn); (2) "Racial Inexplicitness and Educational Policy" (David L. Kirp); (3) "Multiracial Education in Britain: from Assimilation to Cultural Pluralism" (Chris Mullard); (4) "Anti-racism as an Educational Ideology" (Robert Jeffcoate); and (5) "The 'Black Education' Movement" (Sally Tomlinson). The five articles on the topic, "Sex Discrimination and Educational Change" are the following: (1) "The Winning of the Sex Discrimination Act" (Margherita Rendel); (2) "Equality or Equity?: A European Overview" (Eileen M. Byrne); (3) "The Schools Council and Gender: A Case Study in the Legitimation of Curriculum Policy" (Gaby Weiner); (4) "A Local Authority Initiative on Equal Opportunities" (Hazel Taylor); and (5) "Changing Schools and Changing Society: Some Reflections on the Girls into Science and Technology Project" (Alison Kelly). Each article includes a list of references. A subject index is included. (FMW)

ED 300 192 RC 016 811

Phillips, Douglas A.; Sipe, Rebecca Bowers
Alaskan Sketches: A Six Part Series for High School Students. Instructional Design and Teaching Guide.
Alaska State Dept. of Education, Juneau.
PUB DATE- 87
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alaska Natives; *Biographies; High Schools; Lesson Plans; *Role Models; Self Evaluation (Individuals); Student Writin Models; *Success; Teaching Guides; Values Clarification; *Values Education; *Writing Instruction
IDENTIFIERS- *Alaska; Life Planning
This teachers' guide provides lesson plans and support materials t accompany a high school instructional television series on successful Alaskans. The six video programs in the series are each 15 minutes long and present the special skills, talents, and strategies used by successful Alaskans to meet the challenges in their lives. The subjects are a female artist, a female student leader who moved from her rural Native village to the University of Anchorage, a male businessman with diverse life experiences, a female newspaper editor, a male Eskimo teacher involved in the Alaska Native Claims Settlement Act, and a male commercial fisherman. Series goals are (1) assisting students to develop strategies for their own success; (2) developing the basic skills of conducting research, writing, speaking, listening, and making decisions; and (3) encouraging students to reflect upon their own lives and futures. During the course, students conduct interviews with people they consider successful and write biographies to be compiled into a class publication. The appendix includes student worksheets to be used during biography production, a description of brainstorming, a discussion of cognitive mapping as a more creative planning tool than traditional topic outlines, 4 references on cognitive mapping, and bibliographies of 27 books and 11 videos about Alaskans. (SV)

ED 300 220 SE 049 715

von Massow, Valentin
Organisation and Promotion of Science in the Federal Republic of Germany.
Inter Nationes, Bonn (West Germany).
PUB DATE- 86
NOTE- 129p.; For related documents, see SE 049 714-717. Translation by Timothy Nevill.

LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Colleges; *College Science; *Foreign Countries; Higher Education; Institutional Characteristics; Institutions; Libraries; Museums; Organization; *Research Universities; *Resource Centers; Science Education; *Universities
IDENTIFIERS- Science Education Research; *West Germany
The history of German universities and research institutions is part of the history of the culture of Europe and its university systems. This book surveys the history, structure, and promotion of the German university system. Discussed are the diversity of structure; differentiated assistance; the promotion of science in the federal state; freedom of research, teaching, and studies; the relationship of universities to industry; and links with science abroad. The organization and character of universities and academies are described. The programs of several science centers and libraries along with universities are surveyed. Appendices include a list of colleges and universities in West Germany, a chart of major research emphases by institution, and a list of 44 sources of further information. (CW)

ED 300 237 SE 049 752

Riquarts, Kurt, Ed.
Technology Education: Science-Technology-Society. Science and Technology Education and the Quality of Life, Volume 2. Papers Submitted to the International Symposium on World Trends in Science and Technology Education (4th, Kiel, West Germany, August 4-12, 1987).

Kiel Univ. (West Germany). Institut fuer die Paedagogik der Naturwissenschaften.
REPORT NO.- ISBN-3-89088-019-3
PUB DATE- 87
NOTE- 448p.; For volume 1, see SE 049 751, volume 3, see SE 049 753. Contains small print which may not reproduce well.
AVAILABLE FROM- Institute for Science Education (IPN), D-2300 Kiel 1, Olshausenstrasse 62, Federal Republic of Germany.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; Citizenship Education; *College Science; Conferences; Elementary School Science; Elementary Secondary Education; Higher Education; *Science and Society; Science Curriculum; *Science Education; *Science Instruction; Science Teachers; Secondary School Science; Technological Literacy; *Technology
IDENTIFIERS- *International Organization Science and Tech Educ; Science Indicators
This is the second of a three-volume set containing papers related to the theme of science and technology education. This volume relates technology education and science-technology-society (STS) to the quality of life with respect to: (1) the impact on everyday life situations; (2) decisions a responsible citizen has to make when dealing with controversial societal issues; and (3) the impact on future careers and the potential impact on the future products of scientific and technological research on careers. The symposium consisted of three working groups dealing with these areas from the point of view of science education; technology education; and science, technology and society (STS). (ML)

ED 300 268 SE 050 114

Doody, William J.; Robinson, Dianne
National Science Foundation Model Programs of Preparation of Middle School Science and Mathematics Teachers.
PUB DATE- 88
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for the Education of Teachers of Science (36th, St. Louis, MO, April 7-10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Science; *Course Descriptions; Higher Education; *Interdisciplinary Approach; Junior High Schools; *Middle Schools; Models; *Preservice Teacher Education; Program Descriptions; Science Education; Science Teachers; Teaching Methods
IDENTIFIERS- *Hampton University VA; National Science Foundation; *State University of New York Coll at Potsdam
Meeting the needs of the nation for science teachers who can prepare future citizens for a technological world requires a new curriculum. Middle school science education spans all of the natural sciences and therefore a college program to prepare teachers for this kind of assignment should include a strong background in interdisciplinary science and professional skills particularly suited to the characteristics of middle school students. With these ideas in mind, two model teacher preparation programs were developed at the State University of New York at Potsdam and Hampton University. This document focuses on the characteristics of the programs at these two institutions. Discussed are the interdisciplinary science major at Potsdam including course outlines for chemistry/physics courses and geology/biology courses, and a description of the middle school teacher preparation program at Hampton University. These two programs are among nine such programs funded by the National Science Foundation in 1986. (CW)

ED 300 297 SO 019 393

Cheng, Phyllis W.
The New Federalism and Women's Educational Equity: How the States Respond.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 7 Apr 88
NOTE- 14p.; Paper presented at the Annual Meeting of the Association of American Geographers (Phoenix, AZ, April 1988).
GRANT- G0086510389
AVAILABLE FROM- Phyllis W. Cheng, 2049 Century Park East, Suite 5072, Los Angeles, CA 90067 ($1.50; 10 for $10.00).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Equal Education; Females; *Government School Relationship; Sex Fairness; *State Legislation
IDENTIFIERS- Grove City College PA; *Title IX Education Amendments 1972

Given the content of the Reagan administration's New Federalism initiatives and their accompanying effects on Title IX of the 1972 Education Amendments, the logical means of effectively continuing educational equity appear to rest with the states. A dozen states have enacted laws similar to Title IX, and more states are considering enactment of such laws. This paper summarizes the findings of the Project on State Title IX Laws (University of Southern California, Institute for the Study of Women and Men, Los Angeles, California) that studied the adoption of state Title IX laws, as well as the implementation of state sex equity policies and programs in relationships to New Federalism. The paper addresses the following questions: (1) what kinds of sex equity laws exist at the state level; (2) how do states adopt and carry out sex equity laws?; (3) which factors determine the types of laws adopted by states?; (4) do state sex equity laws make a difference?; and (5) what is the prognosis on state sex equity action under the New Federalism? While the adoption and implementation of state Title IX laws may be the second wave for ensuring sex equity in education, the impact of these broad state laws will be limited unless there is also continued federal commitment in providing both statutory protection and financial assistance to states. (DJC)

ED 300 313 SO 019 421

Hazleton, William A.
Struggling with Success: International Studies and the Undergraduate Curriculum at Miami University.
PUB DATE- 14 May 88
NOTE- 23p.; Paper presented at the Meeting of the American Forum on Education and International Competence (St. Louis, MO, May 14, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; Higher Education; Interdisciplinary Approach; *International Studies; *Undergraduate Study
IDENTIFIERS- *Miami University OH; *Multidisciplinary Education
Since 1980, a large increase in the number of undergraduate students majoring in international studies at Miami University (Oxford, Ohio) has occurred. This paper describes the historical development and present structure of this University's international studies program and the program's relationship to other academic departments. The advantages and disadvantages of multidisciplinary programs are discussed, along with Miami University's long-range academic plans to improve the program's quality. Appendices include the 1987-1988 degree requirements, general information about Miami University's international studies program, and the international studies program's foreign area required and elective courses. (JHP)

ED 300 365 SP 030 683

Thomas, Jerry R.; And Others
Physical Education for Children. Instructor's Manual.
REPORT NO.- ISBN-0-87322-177-X
PUB DATE- 88
NOTE- 63p.; For related document, see SP 030 682.
AVAILABLE FROM- Human Kinetics Publishers, Inc., Box 5076, Dept. 514, Champaign, IL 61820 ($18.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Athletic Equipment; Class Activities; *Course Content; Elementary Education; Higher Education; *Lesson Plans; *Physical Education; Physical Fitness; Playgrounds; *Preservice Teacher Education; *Program Development
This manual is for the teacher of preservice classroom teachers who are preparing to teach elementary level physical education. It presents plans for conducting a university physical education course. The contents include a course outline, daily class schedule, laboratory experiences, test questions, and sample forms for all class activities. The appendices contain a course outline, lab report forms, and playground equipment checklists. Sample daily lesson plans are included for grades kindergarten through eight. The lessons cover games and sports, rhythmic activities, gymnastics, and fitness. (JD)

ED 300 393 TM 012 338

Howards, Melvin
Testing: Illusions of Measurement.
PUB DATE- 87
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Accountability; Diagnostic Tests; Elementary Secondary Education; History; Literature Reviews; *Standardized Tests; Teacher Participation; Teacher Responsibility; Test Construction; Testing; *Testing Problems
IDENTIFIERS- Criticism; Nation at Risk (A)
A critical position paper on research on many types of tests and the history of the testing movement is presented. The report, "A Nation at Risk" receives particular criticism. Although the accountability of teachers, schools, and educational administrators is seen as necessary, it is argued that a means of insuring accountability has not been discovered. Testing often lacks objectivity, fairness, and appropriateness and is rarely apolitical. Serious flaws in standardized tests are identified. Research shows that tests given as part of a battery (as in the diagnosis of suspected learning disabled students) are incompatible and incomparable--they do not measure the same things in the same way. In most standardized tests, the fuzzy and indiscriminate concept of average is given free play. That problems of transfer (i.e., the relationship between tasks on tests and actual performance) and that cultural differences are not accounted for in almost all standardized tests are also discussed. Teachers need much more power to influence and guide the development of school curricula, choice of textbooks, tests, and other materials if they are to be held accountable. The need for informal, individual assessment techniques is suggested; this is particularly necessary in diagnosing reading and language problems. A 52-item list of references is included. (TJH)

ED 300 408 TM 012 398

Starry, Allan R.; Greenmun, Renny
Washington State Testing Program, Grade 11, Spring 1985.
Washington Office of the State Superintendent of Public Instruction, Olympia.
REPORT NO.- ES-001-86
PUB DATE- Mar 86
NOTE- 36p.; Printed in colored ink which may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; Career Guidance; *College Entrance Examinations; *Grade 11; Grade Point Average; High Schools; *High School Students; Occupational Aspiration; Scores; *State Programs; Student Characteristics; *Testing Programs; Test Results
IDENTIFIERS- *Washington Precollege Testing Program
The results of administration of the Washington Pre-College Test (WPCT) to a statewide sample of eleventh-grade public high school students during March of 1985 are reported. In addition to the test results, supporting information is reported on the students, including grades, credits earned, courses taken, academic and career interests, and academic and occupational expectations. The WPCT is a comprehensive career planning/guidance and college admissions/placement tool developed more than 30 years ago for use with Washington high school students. Data on 1,562 high school juniors are presented; the subjects represent a cross section of high school students in Washington. Results are provided on percentile equivalents and frequency distributions of test scores and grade point averages (GPAs), WPCT composite scores and overall GPA means, high school GPAs by subject area, students' final educational goals, comparisons with national Scholastic Aptitude Test data, high school credits earned, vocational interest inventory scores, student work experience, enrollment in advanced placement and accelerated and honors programs, participation in extracurricular activities, college choice factors, and percentile equivalents of WPCT combined composite scores. Twelve data tables and eight figures are provided. (TJH)

ED 300 435 TM 012 471

Leitner, David
Spanish Partial Immersion Program. 1987-1988 Evaluation Report.
Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE- Sep 88
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Gains; *English Instruction; Grade 1; Hispanic Americans; *Immersion Programs; Kindergarten; *Language Proficiency; *Magnet Schools; Planning; Primary Education; *Program Evaluation; Program Implementation; Second Language Instruction; *Spanish
IDENTIFIERS- Portland School District OR
First year planning and implementation of the Portland (Oregon)

Partial Immersion Program in Spanish--an elementary magnet program providing a total language experience in a multi-cultural setting--were assessed. The program uses both Spanish and English to instruct students; half of the instructional day is conducted in each language. The program's current status was assessed in terms of program planning, student selection, parent support, student attrition, and student outcomes. In all, 102 kindergartners and first graders participated (57 city-wide, 24 in Ainsworth, and 21 Hispanic). Interviews and questionnaires were used to gather information from these students and their families, with responses from 82 families. Achievement was measured for first graders by the Iowa Test of Basic Skills. Classroom observation determined proficiency in Spanish. Major findings were: (1) the program was successfully planned and implemented; (2) it kept within its guidelines for participation by students from different population groups; (3) the level of student attrition was low and did not pose a problem for student learning or program operations; (4) parents supported the program and school activities; (5) achievement in English acquisition was below peers on the national test, but consistent with a lag found in other immersion programs; and (6) Spanish proficiency improved as expected. Nine data tables are provided. Sample classroom schedules, the evaluation plan, the parent survey, and the observation instrument are appended. (SLD)

ED 300 464 TM 870 769

Sebring, Penny; And Others
High School and Beyond, Third Follow-up (1986). Technical Report 1986.
National Opinion Research Center, Chicago, Ill.
SPONS. AGENCY- Center for Education Statistics (OERI/ED), Washington, DC.
PUB DATE- Sep 87
NOTE- 182p.; For related document, see TM 012 490.
CONTRACT- 300-84-0169
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; Biographical Inventories; *Data Collection; Educational Research; *Followup Studies; Graduates; *Graduate Surveys; Interviews; *Life Satisfaction; Quality of Life; Questionnaires; Statistical Analysis; Surveys; *Vocational Followup; Young Adults
IDENTIFIERS- *High School and Beyond (NCES)
This report summarizes and documents the major technical aspects of the High School and Beyond (HS&B) third follow-up survey conducted during the spring and summer of 1986. Young persons who, either as sophomores or as seniors, had participated in the base year survey in 1980 were contracted for the fourth time in 1984 and asked to complete questionnaires detailing their activities since leaving high school. The senior and sophomore cohort samples for the third follow-up survey were the same as those used for the first and second follow-ups. Survey activities were initiated for all sample members. Mail-back questionnaires were the basic method of data collection and approximately 26,800 packets of survey materials were mailed. Telephone and personal interviews were conducted for those not responding by mail. Approximately 66% of both samples mailed back completed questionnaires; 5% of the seniors and 6% of the sophomores were interviewed in person; and 16% of the seniors and 19% of the sophomores were interviewed by telephone. In addition, this report includes information on the survey forms employed as well as sample design and implementation, and the data collection and data processing procedures used in the HS&B base year study and the three follow-up surveys. (Sample questionnaire and correspondence are included.) (KSA)

ED 300 491 UD 026 480

Byrnes, Deborah A.; Kiger, Gary
Ethical and Pedagogical Issues in the Use of Simulation Activities in the Classroom: Evaluating the "Blue Eyes-Brown Eyes" Prejudice Simulation.
Utah State Univ., Logan. Dept. of Elementary Education.; Utah State Univ., Logan. Dept. of Sociology.
PUB DATE- Oct 88
NOTE- 33p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson, WY, October 7, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attitude Change; Behavior Change; Blacks; College Students; Elementary Education; *Ethics; Evaluation Problems; Higher Education; Instructional Effectiveness; Learning Activities; Outcomes of Education; *Racial Attitudes; *Racial Bias; *Teacher Education; Whites
IDENTIFIERS- *Simulation Games; *Students As Subjects
The effectiveness of a well-known prejudice-reduction simulation activity, "Blue Eyes-Brown Eyes," was assessed as a tool for changing the attitudes of nonblack teacher education students toward blacks. The subjects were 164 students enrolled in eight sections of an introductory elementary education course at a state university. Three sections were selected to be administered the simulation; five sections served as a control group. All students were administered two racial attitude measures as pre- and post-tests. After participating in the simulation, students described their feelings about the experience both in writing and in an hour-long debriefing session. Outcomes include the following: (1) all subjects reported that the experience was meaningful; (2) statistical analysis of pre- and post-test results showed moderate prejudice reduction; and (3) all participants reported stress from the simulation. An attempt to measure long-term behavior change, using a mail solicitation one year later, was inconclusive. Ethical considerations are explored connected with subjecting simulation participants to short-run emotional discomfort in order to achieve greater compassion for others. Three tables of statistical data and a seven-page list of references are included. (FMW)

ED 300 206 SE 049 701

Dossey, John A.; And Others
The Mathematics Report Card: Are We Measuring Up? Trends and Achievement Based on the 1986 National Assessment.
National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY- Office of Educational Research and Improvement (ED) Washington, DC.
REPORT NO.- ISBN-0-88685-072-X; NAEP-17-M-01
PUB DATE- Jun 88
NOTE- 142p.; For executive summary, see SE 049 702. Some pages may not reproduce well.
GRANT- NIE-G-83-0011
AVAILABLE FROM- National Assessment of Educational Progress, Educational Testing Service, Rosedale Road, Princeton, NJ 08541-0001 ($14.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Educational Assessment; Educational Research; *Educational Trends; Elementary Secondary Education; *Mathematics Achievement; Mathematics Curriculum; *Mathematics Education; Mathematics Instruction
IDENTIFIERS- Mathematics Education Research; *National Assessment o Educational Progress
This report presents results from the 1986 National Assessment of Educational Progress (NAEP) in mathematics. Students aged 9, 13, and 17 were tested, as in the previous four mathematics assessments. Part I reports on the data, with chapter 1 considering signs of progress, noting national trends and trends by race/ethnicity, gender, and region. In chapter 2, how students did at several proficiency levels is presented. The third chapter concerns students' relative performance in particular mathematics content areas. In the second part of the document, the quality of mathematics education is analyzed. Chapter 4 considers patterns and trends in classroom instruction. Materials for mathematics instruction are considered in chapter 5, with calculator and computer use of particular concern. Chapter 6 analyzes students' perceptions of mathematics, while chapter 7 considers school and home expectations. In chapter 8, data on course-taking and the program of study in secondary school are discussed. A Procedural Appendix presents background information on conducting the study and analyzing the data, and a Data Appendix presents results for various proficiency levels for the total group and by sex, ethnicity/race, region, and parental education, with comparisons with earlier assessments. (MNS)

ED 300 253 SE 050 089

Hallowell, Anne; And Others
Recycling Study Guide.
Wisconsin State Dept. of Natural Resources, Madison.
REPORT NO.- PUBL-IE-020-87
PUB DATE- Jan 88
NOTE- 34p.; Colored drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); Elementary School Science; Elementary Secondary Education; *Environmental Education; Junior High Schools; *Laboratory Procedures; Middle Schools; *Recycling; *Science Activities; Science Education; Secondary School Science; *Solid Wastes; Teaching Methods; *Waste Disposal
IDENTIFIERS- *Composting
This study guide was designed to help teachers and students understand the problems surrounding solid wastes. It includes an overview of solid waste and recycling, a glossary, suggested activities and a list of resource publications, audiovisual materials and organizations. There are 19 activity suggestions included in this guide designed for use in grades 4 through 12. Topics include solid waste production, natural resources, landfills, composting, packaging, and decision making. Each activity includes goals, grade levels, materials, procedures, and discussion questions. In addition, 32 activity ideas are suggested. References are divided into general, composting and decomposition, curriculum materials, audiovisual materials, agencies, and organizations. Interdisciplinary cooperation is stressed throughout. (CW)

ED 300 284 SO 019 315

Give & Take: What the Research Is Saying.
Agency for Instructional Technology, Bloomington, IN.; Canadian Foundation for Economic Education, Toronto.; Joint Council on Economic Education, New York, N.Y.
REPORT NO.- AIT-RR-95
PUB DATE- Jan 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Consumer Education; *Economics; Economics Education; *Educational Television; Instructional Films; Research; Secondary Education; Social Studies
IDENTIFIERS- *Give and Take (Economics Series)

"Give and Take" is a series of 12 15-minute television/film programs and related print materials on economics and consumer economics designed for 13- to 15-year-olds. The series purposes are to improve economics' knowledge and decision-making skills. This booklet contains reviews of six research studies that examined the impact of the "Give and Take" series in terms of: (1) effectiveness; (2) the influence of demographic variables; and (3) its impact on other areas of the social studies curricula and on reasoning processes. These research studies were conducted by: (1) Holyoak, Harter, and Wolf; (2) Hodgin and Rice; (3) Harris; (4) Randall; (5) Chizmar, McCarney, Halinski, and Racich; and (6) McCarney, Chizmar, Halinski, and Racich. Findings indicate that when used by a teacher with an active teaching style, "Give and Take" increases students' economic cognition. Some evidence indicates that the films have positive influences on teachers' and students' attitudes toward economics, and that the films' effectiveness is unrelated to demographic variables. The series should be effective in all types of schools. Appendices include the researchers' instruments and a chart containing comparative information about the individual studies. (JHP)

ED 300 331 SO 019 493

Thomas Mifflin: Soldier-Statesmen of the Constitution. A Bicentennial Series, No. 20.
Army Center of Military History, Washington, D.C.
REPORT NO.- CMH-Pub-71-20
PUB DATE- 87
NOTE- 9p.; For other documents in this series, see SO 019 474-496.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Collected Works - Serials (022)
DESCRIPTORS- Biographies; Colonial History (United States); Legislators; *Military Service; *Public Service; *Revolutionary War (United States)
IDENTIFIERS- Bicentennial; *Mifflin (Thomas); Military History; Pennsylvania; *Signers of the United States Constitution; State Governors; United States Constitution

A Quaker who set aside his strong pacifist beliefs, Thomas Mifflin helped to organize Pennsylvania's military forces at the outset of the Revolutionary War and rose to the rank of major general in the Continental Army. This booklet on Mifflin is one in a series on Revolutionary War soldiers who also signed the U.S. Constitution, and it covers his business and political activities, his military service, and his public service to Pennsylvania as a delegate to the Constitutional Convention, state legislator, and governor. Personal data about Mifflin and a bibliographic essay of further readings are also included. (DJC)

ED 300 348 SP 030 585

Crase, Darrell
Updating Death Education for Children and Adolescents: The Literature Connection.
PUB DATE- 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Counseling; *Curriculum Development; *Death; *Educational Resources; Elementary Secondary Education; *Health Education; Publications; Suicide
A comprehensive bibliography of publications on the subject of death education is presented. Listed items represent only those published over the past 8 years. The listing is divided into articles and books which have focused on various dimensions of dying and death and those which deal exclusively with suicide and life-threatening behavior. Only entries which have addressed issues pertinent to children and young adults have been included. Publications include general articles, books, and book chapters. (JD)

ED 300 422 TM 012 422

Ligon, Glynn
No Pass--No Play: Impact on Failures, Dropouts, and Course Enrollments.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-87.58
PUB DATE- Jul 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Failure; Academic Records; Athletics; *Dropout Rate; *Eligibility; *Enrollment Rate; *Extracurricular Activities; Grades (Scholastic); High Schools; High School Students; Honors Curriculum; Pass Fail Grading; School Policy; Student Behavior; *Student Participation
IDENTIFIERS- Austin Independent School District TX; *No Pass No Play
The impact on some student behavior of the no pass/no play rule enacted in Texas was studied for the variables of: (1) grades; (2) enrollment in honors courses; and (3) dropping out. Under the rule, enacted in 1985, a student must pass every course (with an average of at least 70) or sit out extracurricular activities in the next 6-week grading period. Focus is on the rule's impact on high school students in the Austin (Texas) Independent School District. Selected student data for the school years between 1982 and 1988 are provided. Students did fail fewer courses under the new rule, particularly in the fall semester. The decline in failure was greater for those participating in extracurriculars. Overall, the dropout rate did not increase, although there was a possible increase for those participating in varsity sports. Enrollments in honors courses did not decline under the new rule. Students agreed that the rule encouraged them to make better grades. On balance, the new rule appears to have had a positive effect. Since many other changes were implemented at the same time, it is difficult to be sure that these changes are attributable to no pass/no play, but there are no evident negative effects in the areas of course

enrollments and overall dropout rates. Attachments include a list of courses involving extracurricular activities and a table showing percentages of failures. Six statistical figures are included. (SLD)

Local versus National Calibrations.
PUB DATE- Apr 87
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; Grade 4; Grade 6; Intermediate Grades; Latent Trait Theory; National Norms; Program Evaluation; Reading Comprehension; *Reading Tests; School Districts; *Standardized Tests; *Test Construction; Testing Problems; Testing Programs; Test Reliability; Test Validity
IDENTIFIERS- *Calibration; Comprehensive Tests of Basic Skills; Curriculum Based Assessment; Philadelphia City Wide Testing Program; *Test Customization
An assessment of the Philadelphia (Pennsylvania) City-Wide Testing Program is presented to determine the effects of using customized achievement tests to achieve multiple purposes. The tests are derived from, or related to, the tests in a nationally standardized test battery, but include items written specifically to measure the local curriculum. It is generally believed that item response theory can resolve the problems resulting from this test construction process. The reading and mathematics tests developed for Philadelphia contain items calibrated on the reading and mathematics scales of the Comprehensive Tests of Basic Skills (CTBS), Form U. Data for grades 4 and 6 for 1984-86 on the reading comprehension test were chosen for the study. Results of the analysis indicate that some fairly small effects of the local curricula were found. Thus, the effect of calibrating the Philadelphia items and adding them to the CTBS set accomplished its intended purpose--to increase reliability without any serious consequences for validity. Five data tables conclude the document. (TJH)

ED 300 518 UD 026 525

Report to the Commission on the Year 2000: Progress toward Implementing the Recommendations of the Commission.
Commission on the Year 200, New York, NY.
PUB DATE- Sep 88
NOTE- 94p.; For the initial report, see UD 025 808.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; *City Government; Crime Prevention; Economic Development; Followup Studies; Health Services; Housing; Planning Commissions; Poverty Programs; Program Evaluation; *Program Implementation; *Public Agencies; Transportation; Urban Areas; Urban Education; *Urban Improvement; *Urban Planning; Urban Problems; Urban Programs
IDENTIFIERS- New York (New York)

The Commission on the Year 2000 found many areas of improvement since issuing its initial report, "New York Ascendant," in 1987, outlining an agenda and goals for systematically dealing with the most significant problems facing New York, New York. The Commission reviewed reports from city agencies explaining what each agency would do to implement the program's short- and long-term recommendations. This follow-up report to Mayor Edward Koch includes the following areas: (1) Economic and Physical Development; (2) Poverty and Dependency; (3) Education; (4) Health; (5) Criminal Justice; (6) Housing; and (7) Transportation. Major findings include the following: (1) recommendations for reform in housing and education have been accepted; (2) although moving in a positive direction, improvements in transportation, health care, and physical and economic development are slow; (3) many of the basic issues raised in the areas of criminal justice and social services have not been addressed. Perhaps the greatest concern of the Commission is that the most basic problems cut across agency lines, and their solution requires a broad, interagency response. (FMW)

ED 300 314 SO 019 425

Weber, Patricia A.; And Others
Federal Offices That Address Women's Issues.
National Advisory Council on Women's Educational Programs, Washington, D.C.
PUB DATE- May 88
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Employment Opportunities; Federal Government; *Females; Public Policy
IDENTIFIERS- *Federal Agencies
This directory contains a listing of federal offices that address women's issues. Among the departments and agencies included are: the executive branch and the executive agencies departments of agriculture, commerce, defense (Air Force, Army, Coast Guard, Marine Corps, National Guard and Navy), education, health and human services, housing and urban development, interior, justice, labor, state, transportation, and treasury; the legislative branch; and the independent establishments and government corporations such as the Environmental Protection Agency, Federal Election Commission, National Aeronautics and Space Administration, and Office of Personnel Management. The document defines issues as policies or

employment opportunities. Each office is listed with complete address and phone number. Some offices are given short annotations that explain their purpose or function. (DJC)

ED 300 366 SP 030 684

Kalaian, Sima A.; Freeman, Donald J.
Relations between Teacher Candidates' Self-Confidence and Orientations to Teaching. Program Evaluation Series #16.
Michigan State Univ., East Lansing. Coll. of Education.
PUB DATE- Mar 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Choice; *Educational Attitudes; Higher Education; Preservice Teacher Education; Program Effectiveness; *Self Esteem; *Student Attitudes; *Student Characteristics; Student Evaluation; Teacher Education Programs; *Teacher Role
IDENTIFIERS- *Michigan State University
This study addresses two general questions: (1) Are there characteristic differences in the ways teacher candidates with high and low levels of self-confidence think about their roles as teachers? and (2) Are changes in self-confidence from program entry to program exit likely to vary across individuals or across different facets of teaching? Because a self-confidence scale is included on both entry and exit program surveys, it was possible to examine the ways in which self-confidence changes. When responding to items in the self-confidence scale, teacher candidates are asked to describe the level of confidence they have in their ability to perform 15 different teaching roles. The exit-level survey includes items focusing on career aspirations, personal goals in teaching, and educational beliefs. Findings indicated that: (1) candidates with a high level of self-confidence at program completion thought in distinctly different ways about careers in teaching than those with low self-confidence; and (2) all students gained confidence over the course of the program. It is suggested that enhancing self-confidence alters the ways in which teaching candidates think about their roles as teachers. (JD)

ED 300 379 TM 012 155

Norwalk System-Wide Testing Results, Spring 1987.
Norwalk Board of Education, Conn.
PUB DATE- Oct 87
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Cognitive Tests; Elementary Education; *Elementary School Students; Language Proficiency; Language Tests; Mathematics Tests; *Minimum Competency Testing; Reading Tests; School Districts; Spelling; *State Programs; *Testing Programs; *Test Results; Test Use; Word Study Skills
IDENTIFIERS- Comprehensive Tests of Basic Skills; Normal Curve Equivalent Scores; *Norwalk School District CT; Test of Cognitive Skills

This report is designed to provide the Norwalk (Connecticut) Board of Education and the entire school community with the status of the school system testing program for the spring of 1987. From May 6 through May 15, the system administered the Comprehensive Tests of Basic Skills (CTBSs) and the Test of Cognitive Skills (TCS) to 5,113 students in grades 1 through 8 (out of a total enrollment of 5,393). The CTBSs cover mathematics, language, reading, word attack, spelling, and reference skills. The TCS assesses students' skills in recognizing patterns and relationships, classifying objects, drawing conclusions, and remembering material. The TCS also assesses the students' probable achievement on the CTBS. The report covers test instruments used; analysis of test results; spring 1987 results by grade level; measurement units; the relationship of achievement to aptitude; use of results by instructional supervisors; and mathematics, language arts, and reading test summaries. Normal curve equivalents are used to examine progress over time. The students performed above the national median in mathematics at all grades except grade 3, and a positive trend in mathematics achievement for the study sample was found. Total language scores tended to be higher than total reading scores, and results for spelling and reference skills were fairly consistent. Twenty-eight bar graphs and 14 data tables are presented. (TJH)

ED 300 505 UD 026 503

IMPACT II: Catalog of Teacher-Developed Programs, 1988-89. Tenth Anniversary Issue.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
PUB DATE- 88
NOTE- 95p.; For related document, see ED 248 300.
AVAILABLE FROM- IMPACT II, Division of Curriculum and Instruction, New York City Board of Education, 131 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Art Activities; Catalogs; *Class Activities; *Classroom Techniques; Computer Science Education; *Creative Teaching; *Demonstration Programs; Elementary Secondary Education; Mathematics; Physical Education; *Program Descriptions; Science Programs; Second Language Programs; Social Studies; *Urban Education
IDENTIFIERS- Communication Arts; English as a Second Dialect; *IMPACT II; New York (New York); United States Constitution

This catalog is a collection of profiles describing 74 exemplary programs developed by public school teachers in New York, New York, under IMPACT II, a program to reward and recognize creative teachers. The profiles are organized by subject area, then divided by grade levels. Subject areas covered are the following: (1) The Arts; (2) Communication Arts; (3) Computer Education; (4) The Constitution; (5) English as a Second Language/Foreign Languages; (6) Mathematics; (7) Physical Education; (8) Science; and (9) Social Studies. Each profile includes the following: (1) program description; (2) target group; (3) staffing; (4) materials and facilities; (5) outside resources; (6) brief statement of overall value; and (7) name, address, and telephone number of the creator. Catalog users are encouraged to contact directly the teachers who developed the programs for more information. Those interested in adapting one of the programs can qualify for a grant of $200. IMPACT II staff will also arrange interschool visits and coordinate workshops with developer teachers. Lists of the IMPACT II Review Committee Members, and Participating Teachers are included. An Index by Borough and Community School District is also included. (FMW)

ED 300 193 RC 016 812

Some Books about Alaska Received in 1986.
Alaska State Dept. of Education, Juneau. Div. of State Libraries.
PUB DATE- Mar 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Alaska Natives; *American Indians; *Annotated Bibliographies; Biographies; Canada Natives; Eskimos; Library Materials; *State History
IDENTIFIERS- *Alaska; *Arctic; Canada

This publication is an annotated listing of 143 books about Alaska or the Arctic, received by the Alaska Division of State Libraries in 1986. Most of the material is current or published in recent years, with the exception of government publications. Categories are juvenile, adult non-fiction, adult fiction, and reference. A few Alaska state and Canadian documents are included for special emphasis. Entries contain bibliographical information, a brief description, price, and availability. Eight juvenile works are concerned with Alaska natives or their legends. Adult books include 45 historical and biographical works, 22 books on Alaska native, Eskimo, and Northwest Indian life, culture, and art, and 19 travel and wildlife guides. (SV)

ED 300 221 SE 049 716

Zimmet, Eva; Koethe, Rainer
Young Researchers. A Competition and Its History in the Federal Republic of Germany.
Inter Nationes, Bonn (West Germany).
PUB DATE- 86
NOTE- 71p.; For related documents, see SE 049 714-717. Translation b John Fosberry. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Competition; Foreign Countries; *Program Descriptions; Science Activities; Science Education; Science Experiments; Scienc Projects; Secondary Education; *Secondary School Science; *Student Projects; *Student Research
IDENTIFIERS- *Science Olympiad; *West Germany
In the 20 years since the inauguraion of "Jugend forscht" (Young Researchers) over 26,000 boys and girls have taken part in this annual Olympiad of young innovators. This brochure gives an insight into the diversity of themes dealt with by the "Jufos" (young researchers) and into their ability to achieve astonishing accomplishments with the simplest of means and a lot of horse-sense. This brochure also provides information on the history, structure and procedure of this competition and illustrates with a few examples what former "Jufos" have now become. (Author)

ED 300 238 SE 049 753

Riquarts, Kurt, Ed.
Science and Technology Education and the Quality of Life, Volume 3. Proceedings of the International IOSTE Symposium on World Trends in Science and Technology Education (4th, Kiel, West Germany, August 4-12, 1987).
Kiel Univ. (West Germany). Institut fuer die Paedagogik der Naturwissenschaften.
REPORT NO.- ISBN-3-89088-026-6
PUB DATE- 87

NOTE- 260p.; For volume 1, see SE 049 751, volume 2, see SE 049 752. Contains small print which may not reproduce well.
AVAILABLE FROM- Institute for Science Education (IPN), D-2300 Kiel 1, Olshausenstrasse 62, Federal Republic of Germany.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; Citizenship Education; *College Science; *Conferences; Elementary School Science; Elementary Secondary Education; Higher Education; *Science and Society; Science Curriculum; *Science Education; *Science Instruction; Science Teachers; Secondary School Science; Technological Literacy; *Technology
IDENTIFIERS- *International Organization Science and Tech Educ; Science Indicators
This is the third of a three-volume set containing the papers and proceedings of the International Organization for Science and Technology Education (IOSTE). It includes a brief account of the symposium's design and structure, followed by: (1) a general introduction to the theme of the symposium; (2) an introduction to each of the thematic areas; (3) brief reports of the poster sessions and workshops; (4) findings of the three working groups; (5) an evaluative summary of the symposium; and (6) final recommendations. (ML)

ED 300 269 SE 050 115

Schneider, Joel; And Others
Square One TV: Season Two Content Analysis and Show Rundowns.
Children's Television Workshop, New York, N.Y.
PUB DATE- 21 Jul 88
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Non-Print Media (100)
DESCRIPTORS- Audiovisual Aids; *Educational Television; Elementary Education; *Elementary School Mathematics; *Evaluation; Mathematical Enrichment; *Mathematics Instruction; Objectives; *Problem Solving; *Student Attitudes; Television Research
IDENTIFIERS- *Square One TV
This report describes the content of the 115 programs comprising "Square One TV" after two seasons of production, relating that content to the three goals of the series. Appended is a listing of the shows, with complete specification of each segment's content, description, format, length, and other information. The goals and the extent to which they have been met are detailed. Goal 1 was to promote positive attitudes toward, and enthusiasm for, mathematics; 80% of the segments explicitly show mathematics to be a powerful and widely applicable tool, or an aesthetically pleasing subject, or that it can be understood, used, and even invented, by non-specialists. Goal 2 was to encourage the use and application of problem-solving processes; of the 430 problem-solving segments appearing in the 115 shows, almost all address this goal by explicitly illustrating the formulation or treatment of problems. Moreover, 80% model the use of at least one problem-solving heuristic, and almost 50% incorporate the important stage of problem follow-up. Goal 3 was to present sound mathematical content in an interesting, accessible, and meaningful manner; 94% of the segments address this goal by incorporating one or more of the series' seven mathematical areas. (MNS)

ED 300 298 SO 019 395

The Humanities in Wisconsin Life: A Wingspread Conference (Racine, Wisconsin, May 29-31, 1985).
Wisconsin Univ. System, Madison.
SPONS. AGENCY- Johnson Foundation, Inc., Racine, Wis.; Wisconsin Association of Independent Colleges and Universities, Madison.; Wisconsin Humanities Committee, Eau Claire.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.; Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- May 85
NOTE- 48p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Continuing Education; Educational Improvement; *Educational Innovation; Elementary Secondary Education; Extension Education; Higher Education; *Humanities Instruction; *Models; *Program Proposals; Quality of Life
IDENTIFIERS- *Wisconsin

Presented is a report of a conference designed to explore ways of enhancing humanities education throughout Wisconsin. Five discussion groups explored humanities issues in relation to the following: the school curriculum; basic college education; careers; life-long learning; and economic development and the quality of life. The deliberations and recommendations for actions from these groups are included. Presentations from the following Wisconsin and national models for innovative humanities programing are summarized: (1) Stanford Executive Program in Humanities; (2) Columbia University Seminars; (3) Wingspread Seminars for Judges/Inmates and Staff Programs in the Humanities in the Division of Corrections; (4) School for New Learning Master of Arts Program, De Paul University; (5) National Humanities Faculty; and (6) Wisconsin Humanities Committee Summer Institute for Teachers. The keynote address, "The Humanities in Wisconsin Life: A Challenge" (Mark Curtis) and a speech, "Doing Justice: Law and the Humanities" (Shirley Abrahamson) are reprinted here in full text. The appendices contain a 53-item bibliography and a roster of conference participants. (DJC)

ED 300 394 TM 012 354

Stuart, J. D. C.; Duby, Aliza
Evaluation of the TV Series "Statistics" (SABC-ERTV1).
PUB DATE- 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Television; *Foreign Countries; Program Evaluation; Secondary Education; *Secondary School Students; *Statistics; *Summative Evaluation; *Telecourses; Television Research
IDENTIFIERS- *South Africa

A summative evaluation of the effectiveness of the educational television series, "Statistics," that aired on South African television is presented. The two episodes chosen from the six-episode series covered pie charts, pictograms, and pictographs (episode 1); and point-of-view interpretations of statistics (episode 4). The evaluation was designed to determine the degree to which the episodes were successful in communicating an awareness of elementary statistics, relating statistics and its uses to everyday life, providing background and reinforcement for the introduction of statistics to the secondary school curriculum, and indicating to instructors ways in which statistics can be taught in a relevant and lively manner. The evaluation involved 291 test and 152 control students attending secondary school. Data were gathered via objective tests concerning the viewers' content knowledge, ability, and attitudes toward statistics. Test findings indicate that, in general, the series was successful. The material has been used most successfully as an aid in teaching statistics to secondary-school students who are also undergoing more conventional methods of teaching. Post-viewing discussion periods were found to be exceptionally valuable. (TJH)

ED 300 436 TM 012 472

Moilanen, Carolyn; And Others
Project SEED in the Portland Public Schools. Report on Years Three and Four: 1986-87 and 1987-88. 1987-88 Evaluation Report.
Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE- Jun 88
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Educationally Disadvantaged; Elementary Education; *Elementary School Students; Elementary School Teachers; Grade 4; Grade 5; Mathematics Achievement; Mathematics Curriculum; *Mathematics Instruction; Principals; *Program Evaluation; Program Implementation; *Supplementary Education
IDENTIFIERS- *Portland School District OR; *Project SEED; Socratic Method

Project Special Elementary Education for the Disadvantaged (SEED) was implemented during 1986-87 and 1987-88 in 18 fourth- and fifth-grade classrooms in 8 of the Portland (Oregon) Public Schools to increase students' esteem for math learning and to improve mathematics achievement. It is a supplementary mathematics program applying Socratic discovery method to mathematics instruction. The program's implementation was evaluated, and information about student attitudes was collected to supplement student achievement data. Each year, participation ranged from 5 to 24 weeks. Classroom instructors gave up one-fourth of their instructional time to SEED specialists. Although SEED instruction doubled time for mathematics, achievement was not notable, with gains comparable among SEED and non-SEED students. The responses of 68 fifth and 29 fourth graders show that both groups enjoyed the SEED experience. Their responses about math were more positive than were those of non-participants. All 8 principals were interviewed in both years. Of the 18 teachers sampled, 16 in 1986-87 and 15 in 1987-88 were interviewed. Administrators and teachers expressed concern about the lack of integration of SEED with the regular curriculum. Follow-up of 420 SEED graduates indicated that a smaller proportion of them participated in advanced programs in middle school. Outcome data warranted neither expansion nor continuation of the program. Data are presented in three tables. Principal, teacher, and student questionnaires; achievement graphs; and an observation checklist are appended. (SLD)

ED 300 465 UD 025 808

New York Ascendant. The Report of the Commission on the Year 2000.
Commission on the Year 200, New York, NY.
SPONS. AGENCY- Charles H. Revson Foundation, Inc., New York, NY.; Commonwealth Fund, New York, N.Y.; New York Community Trust, N.Y.; Vincent Astor Foundation, New York, N.Y.
PUB DATE- Jun 87
NOTE- 187p.; Also sponsored by the Horace W. Goldsmith Foundation. For related document, see UD 026 525. Photographs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- Citizenship Responsibility; City Government; Cultural Differences; Educational Improvement; Housing; *Human Services; *Long Range Planning; Planning Commissions; Poverty; Public Agencies; Racial Differences; Religious Differences; Urban Areas; Urban Culture; *Urban Education; Urban Environment; *Urban Improvement; *Urban Planning; *Urban Problems; Urban Programs; Urban Renewal; Welfare Services
IDENTIFIERS- *New York (New York)

This report to Mayor Edward Koch examines the problems facing New York, New York, and suggests long-range solutions. Information was gathered from experts from within and outside city government, invitational hearings, and commissioned studies in areas of special concern. The Commission found that the city's economy had recovered from the fiscal crisis of the 1970s. However, individual chapters report on serious problems in the following areas: (1) economic and physical development; (2) poverty and dependency; (3) education; (4) health; (5) crime; (6) housing; and (7) transportation. Conclusions include the following: (1) poverty is the city's most serious problem; (2) education must receive the highest priority as the long-term solution to poverty; (3) human services must be reorganized to combat poverty and prevent long-term dependency; (4) the physical city must be rebuilt in a manner that is beautiful as well as efficient; (5) the provision of affordable low- and moderate-income housing must receive the highest priority in rebuilding the city; (6) reorganization and accountability are required in most service areas; (7) all New Yorkers must accept responsibility for making New York a better place; (8) strategic planning is required to provide a long-term overview; and (9) all planning must take into account the diverse racial, ethnic, and religious make-up of the city. Statistical data are included on 14 graphs and tables. A list of the members of the Commission is also included. (FMW)

ED 300 478 UD 026 452

Smith, Thomas J.; And Others
A Practitioner's Guide: Strategies, Programs, and Resources for Youth Employability Development. Revised Edition.
Public/Private Ventures, Philadelphia, PA.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 88
NOTE- 94p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Cooperative Programs; Coordination; Demonstration Programs; Disadvantaged; Federal Programs; *High Risk Persons; Individual Needs; Job Training; *Labor Force Development; Program Content; *Program Design; Program Development; Program Guides; Unemployment; Vocational Education; Work Experience Programs; *Work Study Programs; *Youth Employment; Youth Problems
IDENTIFIERS- Boston Compact; California Conservation Corps; Comprehensive Competencies Program; High School Academies; Job Corps; Jobs for Youth; JOBSTART; Job Training Partnership Act 1982; STEP Program

This guide to youth unemployment problems is based on the belief that a comprehensive system of program initiatives offers the best solutions. The principal focus is on vocationally at-risk youth. The first chapter defines and describes the target group, and outlines needs and appropriate responses. The second section describes the following eight basic service strategies: (1) Basic Skills Enhancement; (2) Alternative Schooling; (3) Work/Study; (4) Job-Readiness Training (JRT); (5) On-the-Job Training; (6) Occupational Training; (7) Residential Training; and (8) Youth Service Corps. Each of the strategies is illustrated by one or two programs, and research reports and current program contacts are listed for obtaining more detailed information. The third section discusses how to develop a system to coordinate service delivery, including organizing partners, establishing structure, and defining tasks and responsibilities. The appendices include key legislation relating to youth employability development; a list of resources for youth employment programs; a guide to identifying who is at risk; and the Job Training Partnership Act (JTPA) performance standards. (FMW)

ED 300 492 UD 026 481

Braden, William; And Others
The Critical Years: City Kids Left Behind at the Start.
Chicago Sun-Times, IL.
PUB DATE- 26 Jun 88
NOTE- 14p.; Reprint of a five-part series that appeared June 26 through June 30, 1988.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Students; *Childhood Needs; *Early Childhood Education; *Economically Disadvantaged; Elementary School Curriculum; Elementary School Students; Gifted; Hispanic Americans; Kindergarten; *Kindergarten Children; Latchkey Children; *Minority Group Children; Parent Child Relationship; Parenting Skills; Parent Participation; Preschool Children; Preschool Curriculum; Primary Education; Public Schools; Suburban Schools; *Urban Schools; White Students
IDENTIFIERS- *Chicago Public Schools IL; Hispanic American Students; Illinois (Chicago)
This report examines preschool and early primary education in the Chicago (Illinois) public schools, and its impact on disadvantaged minority children. Statistical data were gathered by a survey of 196 kindergarten teachers. For comparison, the survey was also sent to kindergarten teachers in Wilmette (Illinois), a Chicago suburb. Part 1, "City Kids Behind at the Start," compares the entry-level skills of kindergarten students in the city schools with those in the suburbs. Part 2, "Preschool Can Benefit Low-Income Children," discusses the advantages of preschool programs for low-income minority children, criticizes a proposed state spending plan for preschool programs, and examines a proposal for combining preschool and day care facilities. Part 3, "The Play's the Thing in Kindergarten," reviews preschool and primary basic skills curricula and learning activities, and discusses the negative effects of summer vacation on disadvantaged students. Part 4, "How Parents Are Failing to Prepare Kids," examines the parents' role in helping their children to learn, and parenting skills. Part 5, "'Invisible' Gifted Lost Forever," discusses the need for programs for gifted minority students. Statistical data are included on seven graphs and charts. (FMW)

ED 300 254 SE 050 091

Changing America: The New Face of Science and Engineering. Interim Report.
Task Force on Women, Minorities, and the Handicapped in Science and Technology, Washington, DC.
PUB DATE- Sep 88
NOTE- 65p.; Colored figures may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Science; *Disabilities; *Educational Objectives; Elementary School Science; Elementary Secondary Education; *Engineering Education; *Females; *Government Role; Higher Education; *Minority Groups; Science Education; Secondary School Science

The education pipeline in the United States from prekindergarten through the Ph.D. is failing to produce the workers needed to meet future demand. In the year 2000, 85 percent of new entrants to the workforce will be members of minority groups and women. The number of capable persons with disabilities will also rise. These three groups have historically been underrepresented in science and engineering. The need to fill needed positions can be met only by reaching out to these groups. Discussed in this document are the characteristics, goals and recommendations made by the Task Force on Women, Minorities, and the Handicapped in science and technology for the nation in general, and precollege education, higher education, and the federal government specifically. Also presented are brief discussions of the nature of American industry; parents; and the Black, female, disabled, American Indian, Hispanic, and Asian American population in the United States. (CW)

ED 300 332 SO 019 494

Thomas Fitzsimons: Soldier-Statesmen of the Constitution. A Bicentennial Series, No. 21.
Army Center of Military History, Washington, D.C.
REPORT NO.- CMH-Pub-71-21
PUB DATE- 87
NOTE- 9p.; For other documents in this series, see SO 019 474-496.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Collected Works - Serials (022)
DESCRIPTORS- Biographies; *Colonial History (United States); Legislators; *Military Service; *Public Service; *Revolutionary War (United States)
IDENTIFIERS- Bicentennial; *Fitzsimons (Thomas); Military History; Pennsylvania; *Signers of the United States Constitution; United States Constitution

Like many immigrants to the American colonies, Thomas Fitzsimons demonstrated his devotion to his adopted land by helping to defend it during the Revolutionary War. This booklet on Fitzsimons is one in a series on Revolutionary War soldiers who signed the U.S. Constitution, and it covers his political involvement in Philadelphia's (Pennsylvania) protest against the Coercive Acts, his military service, and his public service to Pennsylvania as a delegate to the Constitutional Convention and as a legislator. Personal data about Fitzsimons and a bibliographic essay of further readings are also included. (DJC)

ED 300 349 SP 030 646

Ham, Maryellen C.; Jacob, Donna
Effective Teaching Cooperative. Title VI Excellence in Education Program. Final Report.
Colchester School District, VT.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 120p.
GRANT- ER1-G-86-0109

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
DESCRIPTORS- Elementary Secondary Education; *Instructional Improvement; *Peer Teaching; *Program Development; Research Utilization; *Summer Programs; *Supervisory Training; Teacher Effectiveness; Time Management
IDENTIFIERS- *Effective Teaching Cooperative
This project focused on both students and their teachers. Through the SLICK (Summer Learning in Colchester for Kids) component, children were afforded the opportunity to participate in several enrichment courses during the summer of 1987. Through the effective teaching component, teachers assisted in training their peers, and coached one another in applying effective teaching techniques. A graduate course in effective teaching was also offered to district teachers. The theoretical framework of the project was based on research findings in three areas: instructional skills, coaching skills, and supervision strategies. The first section of this report presents an overview of the project including descriptions of background information, grant development, objectives, participants, and funding. In section two, a description of the implementation of the project includes staff and student activities, project timeline, and specific course offerings in SLICK. An evaluation of the project comprises section three. The final section summarizes the project and discusses future implications. Detailed descriptions of the project components are appended, as well as the Effective Teaching Cooperative Handbook. (JD)

ED 300 409 TM 012 399

Streumer, Jan N.; Doornekamp, B. Gerard
The Need for Technology Education: Some Results of the Technology Assessment Study in the Netherlands.
SPONS. AGENCY- Netherlands Foundation for Educational Research, The Hague.
PUB DATE- 11 Mar 88

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Agricultural Education; Curriculum Evaluation; *Foreign Countries; Scores; Secondary Education; *Secondary School Students; *Technical Education; Vocational Education
IDENTIFIERS- *Netherlands; Technology Achievement Test; *Technology Education

The Technology Assessment Study was aimed at describing the achievement of 14- and 15-year-old Dutch students who either did or did not take a course on technology. The objectives for the subject of technology in the Netherlands are discussed, as stated in the revised Curriculum Guideline for Technology of the Foundation for Curricular Development. Student achievement was assessed primarily by means of a written test (the Technology Achievement Test) developed by the project team. This test was administered to 1,805 students from 86 schools representing various types of secondary education. A total of 773 students took the technology course, whereas 1,032 students did not. In addition, a school questionnaire and a pupil questionnaire were developed and used. For students who participated in the technology course, the highest mean total score was achieved by those attending schools for junior technical training. The next highest mean total score was achieved by those attending schools for junior agricultural training and middle schools. In general, study results indicate that male students' mean total score is significantly higher than that of female students. Furthermore, there does not appear to be a relationship between father's level of education or father's profession and a student's test scores. (Author/TJH)

ED 300 451 TM 012 500

Green, Donald Ross
Interpreting Scores from Standardized Achievement Tests.
PUB DATE- 86
NOTE- 32p.; A shorter version of this paper was included in the February 1987 "National Association of Secondary Schools Bulletin" (Volume 71, Number 496, pages 23-35).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Elementary Secondary Education; Equated Scores; Grade Equivalent Scores; Raw Scores; *Scoring; *Standardized Tests; *Test Interpretation; Test Use
IDENTIFIERS- Normal Curve Equivalent Scores; Percentile Ranks
Uses of the variety of scores generated by standardized achievement tests are discussed. Desirable characteristics of scales, raw score scales, percent of correct items, percentile ranks, grade equivalents, normal curve equivalents, and scale scores are considered. The various meanings and purposes of each type of score are discussed. It is concluded that, for direct and easy interpretations concerning individual and group status, national percentile ranks are probably the most effective. However, normal curve equivalents are just about as good for these purposes for those who are comfortable with standard scores. Scale scores are most effective for tracking individual and group growth patterns and for most research purposes. Percent correct scales are most useful for assessing the amount of knowledge or degree of mastery, but these scores require that the interpreter be thoroughly familiar with the content of the domain and the content of the test. Number correct scores and grade equivalent scores are the least useful; however, as long as they are not used in isolation from the others, they add information and, therefore, should be included in score reports. Sample student record sheets for grade 11 associated with the California Achievement Tests are appended. (TJH)

ED 300 519 UD 026 529

Mitchell, Stephanie
Evaluation of the Portland Plan for Drug-Free Schools, October 1987-September 1988.
Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE- Oct 88
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Alcohol Education; *Alcoholism; Cooperative Programs; *Counseling Services; *Drug Abuse; Family Problems; Group Counseling; *High Risk Students; High Schools; Illegal Drug Use; *Middle Schools; *Prevention; Program Evaluation; Questionnaires; School Counseling; Secondary Education; Urban Schools
IDENTIFIERS- *Oregon (Portland)
The Portland (Oregon) Plan for Drug-Free Schools was so well-accepted in its first year that it was expanded from six middle schools in 1987-88 to all middle schools in the Portland Public Schools in 1988-89. The program was originally implemented in grades 6-12, with a special focus on six middle schools. The goals are the following: (1) develop a comprehensive drug and alcohol prevention counseling program and materials; and (2) promote cooperative prevention partnerships among administration, staff, parents, public/private agencies, and community leaders. The two components of the plan consist of direct services to six middle schools, and district-wide technical assistance to improve the quality of services and support groups. Services are targeted to students who are themselves substance abusers or who are children of alcoholics or drug-affected families, and to at-risk students. Evaluation methods included a Stages of Concern questionnaire for facilitators, observation of support groups, and interviews with project staff and school administrators. The findings of the evaluation include suggestions for improving some areas of the program. Statistical data are included on twelve tables and three graphs. A brief bibliography is also included. The appendices include the following: (1) Risk Factors for Substance Abuse; (2) Stages of Concern Questionnaire; (3) School Counselor Alcohol/Drug Interview Questionnaire Summary Responses; (4) Parent Contact Log and Agency Contact Log; and (5) Alcohol/Drug Discipline Policies. (FMW)

ED 300 194 RC 016 815

Guy, Gladys; Davis, Shan
Karuk Lesson Book.
Humboldt State Univ., Arcata, CA. Center for Community Development.
SPONS. AGENCY- Apple Computer, Inc., Cupertino, CA.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
PUB DATE- 86
NOTE- 25p.
LANGUAGE- English; Karuk
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indian Languages; American Indian Literature; American Indians; Elementary Education; Legends; *Second Language Learning
IDENTIFIERS- *Karuk (Language)

This lesson book of the Karuk language, for elementary school students, teaches the Karuk "unifon" alphabet and some pronunciation. The lesson book includes exercises to familiarize children with animals and their Karuk names. The exercises also encourage children to learn Karuk names for colors and parts of the body. There is a legend, "The Story of Slug," in English. The story suggests that the slug was cursed to sit under rocks after betraying the trust of other animals. The story then is broken down into individually numbered sentences and translated into phonetic Karuk. (TES)

ED 300 207 SE 049 702

Dossey, John A.; And Others
Mathematics: Are We Measuring Up? The Mathematics Report Card, Executive Summary.
National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-88685-073-8; NAEP-17-M-02
PUB DATE- Jun 88
NOTE- 20p.; For a related document, see SE 049 701. Charts and tables may not reproduce well.
GRANT- NIE-G-83-0011
AVAILABLE FROM- National Assessment of Educational Progress, Educational Testing Service, Rosedale Road, Princeton, NJ 08541-0001.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Educational Assessment; Educational Research; *Educational Trends; *Elementary School Mathematics; Elementary Secondary Education; *Mathematics Achievement; Mathematics Education; Mathematics Instruction; *Secondary School Mathematics
IDENTIFIERS- Mathematics Education Research; *National Assessment of Educational Progress

This executive summary presents key findings from the 1986 National Assessment of Educational Progress (NAEP) in mathematics. It is designed to alert leaders in classrooms, families, and councils of government to the state of mathematics education in the United States. "Why Mathematics Counts" is summarized in the first section. Then, highlights from the assessment are given: the trend in mathematics performance is encouraging, particularly for students at ages 9 and 17 and for Black and Hispanic students. However, the gains have been confined primarily to lower-order skills. Other findings concerning achievement, instructional patterns, technology, course-taking, and attitudes are succinctly presented. Next, the assessment procedures are summarized, followed by some reflections on the findings. Trends in mathematics proficiency is the concern of the next section, with a graph highlighting overall trends and a chart showing the percentage of students in each age group (9, 13, and 17) in the last three assessments (1978, 1982, and 1986). Implications for instruction are considered in terms of students' perception of mathematics, patterns of classroom instruction, and the place of mathematics in the curriculum. Finally, a summary stresses the need to teach not only skills, but also higher-order thinking strategies. (MNS)

ED 300 222 SE 049 717

Preuss, Karl-Heinz, Ed.; Simen, Rolf H., Ed.
Space Research in the Federal Republic of Germany.
Inter Nationes, Bonn (West Germany).
PUB DATE- 87
NOTE- 117p.; For related documents, see SE 049 714-716. Translation by Brangwyn Jones. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Astronomy; *Earth Science; *Foreign Countries; National Programs; Physics; Policy; *Program Descriptions; Relativity; *Research; *Satellites (Aerospace); Science Education; *Space Exploration
IDENTIFIERS- Space Programs; *West Germany
The Federal Republic of Germany's space policy is designed to promote basic research, contribute to the development of space technology, and apply the findings in the public and private sectors. It is also aimed at enhancing the competitiveness of the West German space industry and helping countries of the Third World to solve their development problems. The examples of space research and space technology given in this book also show to what degree space research is research on behalf of the earth, and that the international cooperation that evolved has become an important factor on the road to political integration. Topics discussed include: satellites; telecommunications; spacelabs; space travel; experimentation in zero gravity; radiation; time measurement; climate; cartography; and astronomy. (CW)

ED 300 285 SO 019 334

Barrett, Wilson, Ed.
Educational Developments in the United Kingdom, 1982-87.
Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.
PUB DATE- 87
NOTE- 97p.; Articles originally published in "News-letter/Faits Nouveaux" during 1982-87.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Committees; *Educational Development; Educational Legislation; Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; Parents; Statistical Studies; Students; Teachers
IDENTIFIERS- *United Kingdom
This document is a collection of articles about educational developments in England, Scotland, Wales, and Northern Ireland during the period 1982-1987. The topics covered include corporal punishment, the examination system, curriculum revisions in mathematics and science, Scottish education issues, teacher education and training, technical education, dropouts, improving the quality of education, education for the disabled, Northern Ireland education issues, middle schools, minority education, higher education, industry--education partnership, teacher salaries, computers in the schools, vocational education, homework, acquired immune deficiency syndrome (AIDS), foreign language performances, geography, job market for graduates, primary schools, drug education, and the views of the leading national political parties (the Alliance, the Labour Party, and the Conservation Party) on educational policy. Each article is reproduced with the bibliographic citation, footnotes, if any, and descriptors assigned by the Council of Europe's Documentation Centre for Education in Europe (EUDISED). (DJC)

ED 300 315 SO 019 429

Trussell, John B. B., Jr.
The Valley Forge Encampment: Epic on the Schuylkill.
Pennsylvania State Historical and Museum Commission, Harrisburg.
PUB DATE- 86
NOTE- 51p.
AVAILABLE FROM- Pennsylvania Historical and Museum Commission, P.O. Box 1026, Harrisburg, PA 17108 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Athletics; Clothing; Discipline Problems; Diseases; *Health Conditions; Housing Needs; Hunger; *Military Personnel; Military Training; *Revolutionary War (United States); United States History
IDENTIFIERS- *Military History; *Pennsylvania (Valley Forge); Steube (Friedrich von); Washington (George)
Valley Forge, outside Philadelphia (Pennsylvania), has long been recognized as the site of a great victory of the human spirit. Eleven thousand men including Blacks and Indians resided there during the winter of 1777-78 and triumphed over cold, starvation, nakedness, disease, and uncertainty. The encampment site was unprepared for the tattered, hungry army, and soldiers had to build their own huts to shelter them from the cold and snow. During the long, bitter winter, the lack of food, clothing and proper sanitation led to epidemics of pneumonia, dysentery, typhoid, and typhus, and an estimated 3,000 men died. Officers, including General George Washington, fared little better. Discipline was a constant problem as desertions escalated, and the punishment for pillaging and theft was whipping. While at Valley Forge, Washington oversaw the training of his soldiers in proper military tactics by Friedrich von Steuben. Amusements among the soldiers, especially after spring arrived, included cricket and an early form of baseball, and the officers enjoyed dancing lessons and dining with Washington as social activities. Washington's personal influence during the long and agonizing ordeal was in many respects a key factor in the army's endurance. (DJC)

ED 300 367 SP 030 685

Brousseau, Bruce; Freeman, Donald J.
Faculty Definitions of Desirable Teacher Beliefs. Program Evaluation Series No. 17.
Michigan State Univ., East Lansing. Coll. of Education.
PUB DATE- 23 Apr 87
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (AERA) Symposium, Division B and K (Washington, DC, April 23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beliefs; *College Faculty; *Educational Attitudes; Higher Education; Preservice Teacher Education; *Teacher Attitudes; *Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- *Michigan State University
This paper describes the results of a survey of teacher education faculty that was prompted by efforts to make educational beliefs an explicit component of the curricula of teacher preparation programs at Michigan State University. The analysis sought to determine: (1) the extent to which faculty agree on the ways beliefs should be shaped within a given program; and (2) the level of variation in how beliefs are covered within and between programs. An analysis of the results suggested that teacher preparation programs have a limited influence on teachers' orientations and beliefs. This is attributed to: (1) a frequent lack of agreement among program faculty as the ways in which beliefs should be shaped; and/or (2) faculty's collective failure to challenge inappropriate prevailing beliefs or to encourage students to form their own opinions on certain educational issues. There was clear evidence of the need to make educational beliefs an explicit, rather than implicit, component of teacher education curricula. (JD)

ED 300 380 TM 012 167

Guerrero, Frank; Goldberg, Phyllis
Mentor Teacher Internship Program, 1986-87. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Jan 88
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; *Faculty Development; *Mentors; Peer Relationship; Principals; *Program Evaluation; Public Schools; Teacher Effectiveness; *Teacher Interns; Teacher Persistence
IDENTIFIERS- *Mentor Teacher Internship Program; *New York City Board of Education; Peer Modeling

The Mentor Teacher Internship Program (MTIP) provided first-year provisional teachers with an experienced mentor teacher in the context of a supportive, non-evaluative peer relationship. The pilot program, implemented by the New York City Board of Education and the United Federation of Teachers, focused on increasing teacher effectiveness and teacher retention rate. The 1986-87 program was funded by the New York State Education Department's Office of Demonstration Programs. The participants included 42 mentors (teachers with at least 5 years of teaching experience in the New York City Public School system) and 73 interns from 23 schools in 13 community school districts in Manhattan, Brooklyn, Queens, and the Bronx. The study involved interviews with and surveys of participants and fellow staff, participant logs, and on-site visits. Significant findings are reported in the areas of staff development, expectations and final impressions of participants and other staff, and student performance. As of June 30, 1987, the MTIP has been generally effective in meeting its objectives. It is recommended that: (1) a substitute recruitment program linked to the MTIP should be implemented; (2) teachers who substitute for mentors should be made an integral part of the mentor team; (3) mentor-intern confidentiality should be retained; (4) principals, mentors, and interns should be informed about the MTIP prior to the school year; (5) temporary per diem teachers should be included as interns; and (6) mentors should be provided with additional staff development support. (TJH)

ED 300 423 TM 012 423

Ligon, Glynn
Use of Testing/Evaluation Information for School Improvement.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-87.30
PUB DATE- Apr 88
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; Evaluation Problems; *Evaluation Utilization; Management Information Systems; Program Evaluation; Research Reports; Research Utilization; *School Effectiveness; Test Results; *Test Use
IDENTIFIERS- Austin Independent School District TX; Evaluation Reports
This perspective on how testing and evaluation data are used and could be used for school improvement is based partly on the experience of the Austin (Texas) Public Schools and partly on their goals. Four conditions are necessary for the effective use of evaluation information: (1) real need; (2) trust in the evaluators and in the information provided; (3) understanding of the information; and (4) practice in using such information. In considering the use of testing and evaluation information, the level of preparation of the data and the ultimate use of the information must be determined. Examples of evaluation information as used are appended, including a discussion of the "Report on School Effectiveness" of the Austin Independent School District, three school profiles on context variables related to general outcome variables, and an outline of effective school standards. It is concluded that, as the trend for summarization of evaluation information continues, the user must not lose sight of the details necessary in dealing with complex information. (SLD)

ED 300 239 SE 049 754

Stage, Elizabeth; And Others
Can We Stand and Deliver? Mathematical Literacy in the Workplace.
Education Writers Association, Washington, DC.
SPONS. AGENCY- Institute for Educational Leadership, Washington, D.C.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 88
NOTE- 28p.; Paper and Comments presented at the Annual Meeting of the Education Commission of the States (Baltimore, MD, August 11, 1988). A paper commissioned by the Media Resource Project on Literacy of the Education Writers Association.
AVAILABLE FROM- Education Writers Association, 1001 Connecticut Avenue, NW, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Elementary School Mathematics; Elementary Secondary Education; *Mathematical Applications; Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; *Mathematics Skills; *Secondary School Mathematics; Teacher Effectiveness; Teaching Methods
This document, prepared for a seminar for education reporters, consists of a presentation followed by reactions from three other persons. The presentation first considers mathematics literacy from the perspective of future workforce needs. The requirements for many jobs are increasing due to the introduction of technology, while an informed citizenry needs increased quantitative reasoning skills for such things as reading a newspaper and analyzing voter information. The need for a changing mathematics curriculum and changing classroom instruction, with the emphasis on understanding, is discussed, but the barriers to change are also considered, with a number of illustrations. The role of education reporters in developing public awareness of the need for change is then noted. Reactions and additional comments include other illustrations of the changing role of mathematics in the workplace and society. (Twenty-seven references are listed.) (MNS)

ED 300 270 SE 050 116

Teaching Mathematics with Computers 9-12.
New York State Education Dept., Albany.
PUB DATE- 88
NOTE- 66p.; Drawings may not reproduce well.
AVAILABLE FROM- Publications Sales Desk, New York State Education Department, Room 164 EBA, Washington Avenue, Albany, NY 12234 ($1.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Oriented Programs; *Computer Software; *Course Descriptions; Curriculum Development; *Mathematics Curriculum; *Mathematics Instruction; Microcomputers; Problem Solving; Secondary Education; *Secondary School Mathematics; State Departments of Education; Teaching Methods
IDENTIFIERS- *New York

This publication is designed to show how computers can be used effectively in secondary school mathematics curricula. Section I provides a description of the various types of software that could be incorporated into the secondary school mathematics curriculum. Procedures for evaluating the software and using it in a classroom or laboratory situation are discussed. Section II presents a model for the infusion of an ongoing component of computer instruction into New York State curricula. The focus is on a metacognitive approach to problem solving; examples are presented in the multi-step computer solutions to problems. Section III addresses the New York State Regents Action Plan which calls for a required second year of mathematics by presenting a computer mathematics course as an option for a local diploma. A list of topics is presented as a guide for course development, with a detailed lesson plan for one topic. Section IV proposes an advanced computer mathematics course, with suggested topics and approach. Section V provides two tables referencing software to specific content topics. Included in the appendices are two computer programs which teachers might use to illustrate the relevancy of using computers to solve real-world problems. (MNS)

ED 300 299 SO 019 396

Bowman, Debbie
Social Studies: Experiences in the Elementary Classroom.
PUB DATE- 88
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Research; Classroom Techniques; Computer Assisted Instruction; Critical Thinking; Curriculum Research; Grade 3; Group Activities; *Instruction; Primary Education; Program Implementation; Research Projects; *Social Studies; Student Attitudes; Surveys; Teaching Styles; Units of Study

Designed to provide a more positive learning experience in the area of third grade social studies, this project was concerned with improving the effectiveness of textbooks, developing critical thinking skills, providing group learning situations, and using the computer as an educational tool. Chapter 1 contains the outline of the research proposal and the methodology, while chapter 2 reviews the literature associated with how children learn social studies. The final chapter, chapter 3, contains three social studies units (a combination map skills/Chicago unit, a small group teaching unit, and a unit on the parts of a metropolitan community) used to test new teaching methods that incorporate more classroom discussion, participation, and group work. After each unit, an evaluative survey was given to the students and the surveys with responses are included. The appendix contains treasure hunt materials designed for use with the map unit, and a 24-item reference list. (DJC)

ED 300 333 SO 019 495

Gouverneur Morris: Soldier-Statesmen of the Constitution. A Bicentennial Series. No. 22.
Army Center of Military History, Washington, D.C.
REPORT NO.- CMH-Pub-71-22
PUB DATE- 87
NOTE- 9p.; For other documents in this series, see SO 019 474-496.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Collected Works - Serials (022)
DESCRIPTORS- Biographies; Colonial History (United States); *Military Service; *Public Service; *Revolutionary War (United States)
IDENTIFIERS- Bicentennial; Military History; *Morris (Gouverneur); Pennsylvania; *Signers of the United States Constitution; United States Constitution

As one of the authors of the U.S. Constitutions, Gouverneur Morris wrote the preamble's opening phrase "We the People of the United States, in order to form a more perfect Union," and his other clauses within the document clearly mirrored his political philosophy. This booklet about Morris is one in a series on Revolutionary War soldiers who signed the U.S. Constitution, and it covers his education, his military service, and his public service to Pennsylvania as a delegate to the Constitutional Convention. Personal data about Morris and a bibliographic essay of further readings are also included. (DJC)

ED 300 395 TM 012 366

Leitner, David; Ingebo, George
HOSTS Program in the Portland Public Schools: 1983-84 Evaluation Report.
Portland Public Schools, OR. Research and Evaluation Dept.
REPORT NO.- PPS-5373E
PUB DATE- Oct 84
NOTE- 46p.; For the 1984-85 report, see ED 268 167.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Administrator Attitudes; *Computer Managed Instruction; *Educational Assessment; Elementary Education; *Elementary School Students; *Program Evaluation; Remedial Reading; School Districts; *Tutorial Programs; Tutors
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Helping One Student To Succeed; *Portland School District OR
Helping One Student To Succeed (HOSTS) is a nationally validated Education Consolidation and Improvement Act Chapter I exemplary program adopted by 24 schools in the Portland (Oregon) School District. The HOSTS program has operated in three schools since 1979-80, 17 more since 1981-82, two more since 1982-82, and two more since 1983-84. It is designed to help low performers in grades 2 through 8 learn to read by providing individualized instruction through the use of volunteer tutors. Diagnostic, prescriptive, and instructional procedures were specified by program guidelines and were essentially the same for all schools. The HOSTS program included 758 students from kindergarten through grade 8, and 906 tutors (community members, college students, high school students, cross-age students, and teaching staff and aides). A questionnaire on the use of computers in HOSTS, particularly for data management, was sent to all 23 HOSTS coordinators in the spring of 1984; the responses from 22 were analyzed. An overwhelming majority of the program coordinators indicated that the computer facilitated better use of their time and provided other benefits outside simple data management. Taken together, evaluation data for the 1983-84 year indicate that HOSTS students' reading gains are greater than those of all student groups at the same grade levels district-wide. The use of cross-aged student tutors appears to be a particularly effective HOSTS strategy. Twenty-one statistical data tables are included. (TJH)

ED 300 437 TM 012 475

Moresi, Mereline; Lovelace, Terry
State-Funded Compensatory/Remedial Program, 1985-1986 Academic Year. Co-Teacher Program: Lafayette Parish School Board. Evaluation Report.
Lafayette Parish School Board, La.
PUB DATE- Jul 86
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Gains; Basic Skills; *Compensatory Education; Elementary Education; Instructional Effectiveness; *Language Arts; *Mathematics Achievement; *Program Evaluation; Remedial Instruction; *Remedial Programs; Remedial Teachers; State Programs
IDENTIFIERS- *Lafayette Parish Compensatory Remedial Program; *Louisiana Basic Skills Test
The Lafayette Parish Compensatory/Remedial Program for 1985-86 involved remedial teachers in 31 schools serving 1,022 students in grades 2 through 6 who had previously failed the state Basic Skills Test (BST). A minimum of 70 hours instruction was provided to the children in the area(s) in which each was deficient. Focus was on assessing the program's impact on student achievement in language arts and mathematics and the program's instructional effectiveness. Program effectiveness was evaluated largely through achievement data on the BST. Performance by these students on the BST in April 1986 was excellent, with 78% scoring above the minimum criterion (75% correct) in language arts and 86% scoring above the minimum in mathematics. The diagnostic/prescriptive model used in this program appeared effective in providing appropriate instruction. Remediation teachers should be encouraged to obtain certification as Reading Specialists to improve their methodology for diagnosing and remediating these children. Tables provide test results by grade for developmental and special education students. An application of the standards for evaluation to this program and budget information are appended. (SLD)

ED 300 493 UD 026 486

Isaacs, Marease R.
Developing Mental Health Programs for Minority Youth and Their Families: A Summary of Conference Proceedings.
Georgetown Univ. Child Development Center, Washington, DC. CASSP Technical Assistance Center.
SPONS. AGENCY- Health Resources and Services Administration, Rockville, MD. Bureau of Health Care Delivery and Assistance.; National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- 30 Jan 86
NOTE- 97p.; A workshop sponsored by the CASSP Technical Assistance Center (Atlanta, Georgia, January 30, 1986-February 1, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Programs; Family Involvement; Federal Programs; Mental Health; *Mental Health Programs; *Minority Group Children; *Minority Groups; Policy Formation; *Program Development; Program Effectiveness; Program Evaluation; Staff Development; Surveys; Training; Workshops; Youth Problems
IDENTIFIERS- Access to Health Care

This report includes the background papers developed for an invitational workshop on mental health program development for minority youth and their families, and a summary of the recommendations made and actions to be taken. Section I presents an overall framework and an overview of the issues that were explored in greater depth at the workshop. The material for this section was developed through a survey of key professional representatives of the major minority groups in this country--Asian Americans, Blacks, Hispanics, and Native Americans. Section II summarizes the workshop recommendations, which are made in the following areas: (1) policy; (2) research; (3) training; (4) access; (5) assessment; (6) family involvement; and (7) community education and resource development. Section III delineates activities to be undertaken through the Technical Assistance Center at Georgetown University and the National Institute of Mental Health's Child and Adolescent Service System Program (CASSP) program to begin to address some of the issues identified. Section IV presents some brief descriptions of sample programs that serve minority youth and their families; these were developed from a survey conducted before the workshop. Appendices include "Minority Children and Mental Health: Old Perspectives and New Proposals" (Margaret Spencer); a list of the workshop planning committee members, and staff, respondents to the questionnaire; major issue areas discussed at the workshop; a list of workshop participants; a copy of the agenda; and a list of state CASSP projects. (BJV)

ED 300 506 UD 026 504

Our Future at Risk: A Report of the Joint Committee on Minority Student Achievement.
Illinois State Board of Education, Springfield.; Illinois State Board of Higher Education, Springfield.
PUB DATE- Apr 88
NOTE- 34p.; Completed in part by a grant from the National Governors Association Center for Policy Research.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Early Childhood Education; Educational Improvement; *Educational Needs; Educational Policy; Education Work Relationship; Elementary Secondary Education; *Equal Education; Higher Education; Labor Market; *Minority Group Children; Minority Groups; Minority Group Teachers; Policy Formation; Population Trends; Program Development
IDENTIFIERS- *Illinois

This report provides a policy framework for specific programs that will improve the achievement of minority students in the Illinois educational system. All levels of education from pre-kindergarten through graduate education must be involved in designing and making such programs work. Education is the key element that can enable minorities to overcome conditions of racism and poverty and to better their lives. The numbers of minority students enrolled at each successive level of education from elementary through postgraduate have been continually decreasing. The following issues are examined to demonstrate the importance of minority education: Minorities are a growing portion of the population of Illinois; minorities are underrepresented in the work force; the success of the work force in meeting the demands of the market depends upon the success of people in completing high school and programs beyond high school. An overview of minorities in elementary, secondary, and higher education in Illinois is provided. The following recommendations for action are offered: (1) make minority student achievement a priority in Illinois; (2) provide support programs early and throughout education; (3) promote change in the school/campus environment for minority students; (4) promote increasing the employment of minority teaching and administrative personnel; and (5) monitor programs and student progress closely. A list of references is provided. Statistical data on the population of Illinois, school enrollment, and education requirements of the labor market are appended. (BJV)

ED 300 255 SE 050 098

Hendee, John C.; Brown, Michael H.
How Wilderness Experience Programs Facilitate Personal Growth: The Hendee/Brown Model.
PUB DATE- 87
NOTE- 19p.; Paper presented at the Annual Meeting of the World Wilderness Congress (4th, Estes Park, CO, September 16, 1987). For related paper, see SE 050 099.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aesthetic Values; *Environmental Education; *Models; Natural Resources; *Outdoor Education; Perception; Perceptual Development; Postsecondary Education; *Program Improvement; Resource Centers; *Sensory Experience
IDENTIFIERS- Wilderness Vision Quest
This paper offers a conceptual model or theory that synthesizes previous research, personal experience, and years of dialogue with instructors of wilderness programs, and other wilderness users. The goals of this model are to create a useful tool to help practitioners improve their programs and train instructors, focus additional research, help users understand how to use the wilderness for their own benefit, and increase understanding by resource managers about how the natural environment they manage can contribute to the development of human resources. This document outlines the four basic tenets of the model and discusses four tentative principles which describe a process of learning through wilderness experiences. (CW)

ED 300 350 SP 030 654

Wise, Arthur E.; And Others
Impacts of Teacher Testing: State Educational Governance through Standard-Setting.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 88
NOTE- 68p.
GRANT- NIE-G-83-0023
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Higher Education; Minimum Competency Testing; Schools of Education; *State Programs; *State Standards; *Teacher Certification; Teacher Education Curriculum; *Teacher Evaluation; Teacher Shortage; *Testing Programs

Focusing on the experiences of five southern states using teacher testing policies, this survey provides evidence of shared experiences and lessons learned despite the existence of five different sets of certification requirements. The first section of the report concentrates on the national context for the movement toward teacher testing. Conflicting trends in education involving projected teacher shortages and concerns for improved teacher quality and professionalism are identified as some reasons for the current popularity of teacher testing. The second section of the report focuses on the five states: Florida, Georgia, Louisiana, North Carolina, and South Carolina. It highlights why these states decided to change certification requirements, as well as how they implemented new testing programs with what consequences. Specific attention is paid to the impact the different kinds of tests have had on schools of education, the teacher supply, and the local school districts. Repercussions these changes have had on the overall state education system, especially in indicating power shifts in policymaking, are identified. These findings are discussed in terms of their implication for the wider issue of the development of the teaching profession. (Author/JD)

ED 300 452 TM 012 501

Kingston, Neal M.; And Others
The Graduate Record Examinations Validity Study Service: Yesterday and Tomorrow.
PUB DATE- 86
NOTE- 22p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Admission Criteria; Bayesian Statistics; *College Entrance Examinations; Departments; Graduate School Faculty; Higher Education; Least Squares Statistics; *Research Reports; Scores; *Selective Admission; Statistical Analysis; *Test Validity; *Validity
IDENTIFIERS- Educational Testing Service; *GRE Validity Study Service
The Graduate Record Examinations (GRE) Validity Study Service (VSS) was developed by the Educational Testing Service at the request of the GRE Board to help graduate departments investigate the validity of their student selection procedures. The GRE VSS reports are aimed primarily at graduate department chairpersons and faculty members--those who select students for admission to graduate programs. A brief overview of the problems faced by graduate departments in selecting students is provided. Topics discussed include the following: (1) entities that use the GRE scores and validity information and purposes for which the scores and information are used; (2) types and forms of statistical information reported by the VSS; (3) VSS estimation methods; (4) statistical problems presented by subgroups of students, small samples, highly intercorrelated predictors, and restriction of range; and (5) types and uses of summary information (across institutions) provided. These topics are discussed in terms of past practices and future plans of the VSS. (TJH)

ED 300 466 UD 025 938

Children in Need: Investment Strategies for the Educationally Disadvantaged. A Statement by the Research and Policy Committee.
Committee for Economic Development, New York, N.Y.

REPORT NO.- ISBN-0-87186-086-4
PUB DATE- 87
NOTE- 113p.
AVAILABLE FROM- Committee for Economic Development, 477 Madison Avenue, New York, NY 10022 (ISBN-0-87186-086-4--paper copy, $10.50; ISBN-0-87186-786-9--hard copy, $12.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Responsibility; Community Schools; Corporate Support; Dropout Prevention; Early Childhood Education; Educational Economics; *Educationally Disadvantaged; Elementary Secondary Education; *High Risk Students; *Intervention; Pregnant Students; Preschool Education; *School Business Relationship; Urban Schools

One-fifth of children in the United States live in poverty and a third grow up undereducated. This is a waste of human resources and makes little economic sense. Business has an important stake in helping public schools prepare youth for the future. Business leaders, educators, and policy makers should provide early and sustained intervention in the lives of educationally disadvantaged children by forming coalitions of business, education, parent, and civic groups, and by encouraging and supporting higher funding from local, state, and Federal government. These coalitions should focus on achieving the following goals: (1) prevention through early intervention, particularly with preschool children and teenagers at risk; (2) restructuring the foundations of education; and (3) retention and reentry programs for dropouts and students at risk. Businesses should support local education funds and cooperate with schools to foster programs in child care, summer jobs, cooperative and vocational education, mentoring, and job placement. Descriptions of several successful programs that can be replicated in other areas, and information on where to contact each, are included. Also included is a list of officials associated with the Committee for Economic Development. (BJV)

ED 300 479 UD 026 453

Sipe, Cynthia L.; And Others
Summer Training and Education Program (STEP): Report on the 1987 Experience.
Public/Private Ventures, Philadelphia, PA.
PUB DATE- 88
NOTE- 377p.; For related document, see ED 284 943.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Basic Skills; *Compensatory Education; Demography; Dropout Programs; Early Parenthood; *Educationally Disadvantaged; *Employment Programs; Ethnicity; *High Risk Students; High Schools; *High School Students; Longitudinal Studies; Mathematics Instruction; Program Budgeting; Program Costs; Program Effectiveness; Program Evaluation; Program Implementation; Reading Improvement; Secondary Education; Socioeconomic Status; Student Characteristics; *Summer Programs
IDENTIFIERS- California (Fresno); California (San Diego); Massachusetts (Boston); Oregon (Portland); *STEP Program; Summer Youth Employment Program; Washington (Seattle)

The Summer Training and Education Program (STEP) was developed in 1984 as a strategy for reducing the number of young people who leave school without the skills and motivation necessary for productive employment. The STEP intervention involves collaboration between the public schools and the federal Summer Youth Employment and Training Program (SYETP), which provides more than 650,000 low-income teenagers throughout the country with eight weeks of employment every summer under the auspices of the Job Training Partnership Act. With summer income as an incentive, 14- and 15-year-olds who are doing poorly in school and are eligible for SYETP enroll in STEP for 15 months--two summers of half-time work and half-time basic skills remediation and life skills instruction, and one school year of supportive services. The goal is to reduce the learning losses typically experienced by disadvantaged youth during the summer vacation, improve reading and math skills, increase graduation rates, and reduce the incidence of early parenthood. STEP has been operating at the following sites: (1) Boston, Massachusetts; (2) Fresno, California; (3) San Diego, California; (4) Portland, Oregon; and (5) Seattle, Washington. This, the third annual research report on the 4-year demonstration of STEP, records its progress through fall 1987 and describes its impact on three cohorts of 320 enrollees at each of the five sites (4,800 total), at the various points of their participation they had reached at that time. Numerous tables and figures illustrate the data. Appendices provide the following: (1) program participation analysis; (2) tables referenced in text; (3) control group losses; and (4) technical data. (BJV)

ED 300 223 SE 049 719

Dallow, Kenneth; And Others
Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Experimental Level 2 Answer Key.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- Curric-06-6002-2; ISBN-0-55839-002-2
PUB DATE- 88
NOTE- 256p.; For Teachers Manual Level 2, see ED 275 547-548.
AVAILABLE FROM- Bureau of Supplies, CIMS, 44-36 Vernon Blvd., Long Island City, NY 11101 (included with teachers manual when purchased from CIMS; $5.00 for answer key alone).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Answer Keys; Curriculum Guides; *Elementary School Mathematics; *Grade 2; *Mathematics Curriculum; *Mathematics Instruction; Primary Education; *Teacher Developed Materials; Worksheets
IDENTIFIERS- New York City Board of Education
This document is the answer key for level 2 of the teacher-developed mathematics curriculum for New York City schools. Approximately 215 performance objectives are listed, with reference to the appropriate worksheet(s) for each. The answers are typed in the appropriate space on each sheet; when varied answers are possible, this is noted. (MNS)

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